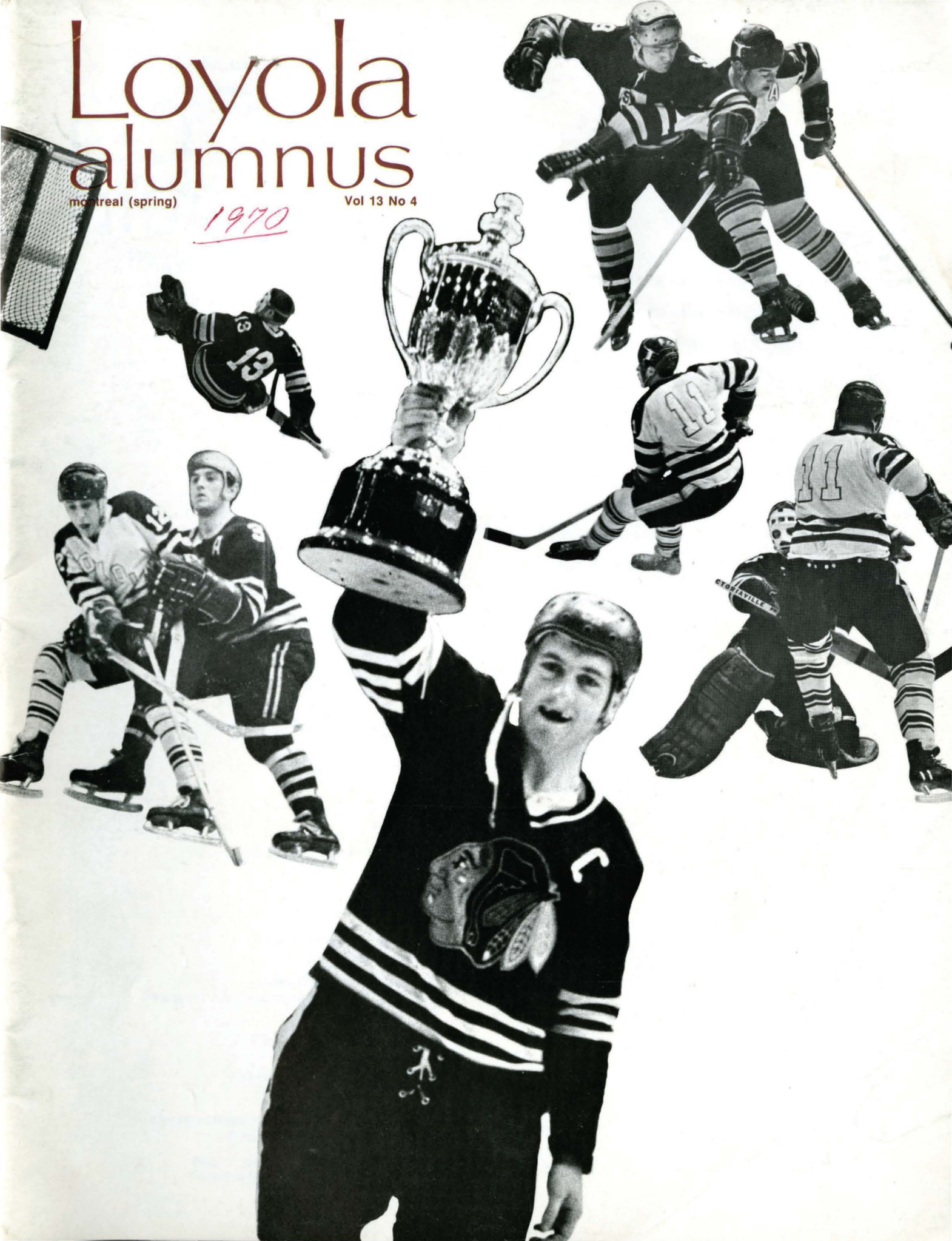


# Loyola alumnus

montreal (spring)

Vol 13 No 4

1970



## **COMING ALUMNI EVENTS**

### **General Supper Meeting**

Wednesday, May 20, 1970

at the

Reform Club

82 Sherbrooke St., W.,

Cocktails 5:30 p.m. to 7:00 p.m.

Supper 7:00 p.m. \$5.00  
(Roast Beef)

General Meeting 8:00 p.m.

Drinks:—Liquor \$1.00  
Beer \$0.50  
Other \$0.25

# Loyola alumnus

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*Chaplain Loyola Alumni Association*

## Features . . .

The Warriors...Hockey

The Warriors...Basketball

Alumni involvement at Loyola.

Centerfold insert...

## Departments

Alumnews

Obituaries

Weddings, Births

News in Brief.

## Editorial Board...

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# WARRIORS

## Hockey

By Terry Pye

The odyssey began four months ago back in the Maritimes, and it ended there in early March. Two defeats to start the season, and two to finish it. But squeezed in between were 30 straight games without defeat, including 28 wins and two ties. When you get used to winning so much, setbacks are hard to take, and the Warriors and their coach are known for hating to lose. On those two days in Charlottetown, they were beaten by better teams. On another day, on another sheet of ice, things would have been different. The Holy Grail of college hockey would have to wait another year.

Alfie Flannigan sat hunched over in one of the cubby holes deep in the depths of the Charlottetown Forum that goes by the misnomer of dressing room. He could easily be taken for Johnny McKenzie's double. Sitting there naked after a workout prepping for his play-off game the next day with the Charlottetown Islanders, sweat glistening off his body, his face still masked by a boyish grin, he reminisced.

"I played for the Moncton Hawks back in '61, you know. That's the year St. Mike's won the Memorial Cup. We played them in the Eastern finals. Well, you might say we watched them play. They beat us three straight in the Gardens, 11-2, 11-3, and 6-2. They had a great team, and the Drapers and Larry Keenan were really flying. So tonight, I'll come full circle and cheer for the Warriors against St. Mary's."

It was to take more than Alf Flannigan's support to beat the Huskies that night. If you weren't polite, you'd call Alf a hockey bum. He had played Senior hockey in the Eastern League, in Charlottetown, Moncton, Summerside, Amherst, Windsor; he was a teammate of Roger Wilding's in Halifax. He had skated on a lot of ice surfaces, and he gave the dubious distinction of the worst rink he had played in to the Charlottetown Forum. He qualified Loyola as the best skating team in the tournament, "one of the best skating teams I've seen anywhere in amateur hockey, but you'll have your work cut out for you on that ice." Alf was to lose a day's pay so he could see the Warriors tangle

with the Haligonians. If one had to pick out a good memory from the 1970 Nationals, it would have to be Alf Flannigan, the eternally effervescent Maritimer.

This year's edition has to be ranked among the best in the college's history, closely following the powerhouse that went to the Canadian finals two years ago, dropping a 5-4 decision to the University of Alberta Golden Bears in the last 17 seconds. Spirit was there to excess on a team that had just the right mixture of veterans and rookies. It was a team that never quit, and this is best exemplified by four games, two against Sherbrooke and one against RMC and Toronto.

Down three goals in an early season encounter against Sherbrooke, the Warriors came back to salvage a 4-4 saw-off. Royal Military College jumped into a 3-1 lead against the Warriors, only to have the latter storm back for a 4-3 verdict. The Toronto Varsity Blues were leading the Loyolans 3-2 late in a game when Dave Draper pulled goalie Rocky Martin for an extra attacker and the move paid off when Chris Hayes netted the equalizer with 15 seconds remaining to play. And finally, against Université de Sherbrooke in the OSL playdowns, overcoming a 1-0 deficit to capture the championship 2-1. There the Hollywood script ended, but the sobriquet 'choker' was discarded to hockey's lexicon limbo.

It was Mike Lowe's banner year at Loyola, a season which saw him surpass the century mark in goals and break Mike Labrosse's all-time school record. Not since the halcyon days of Labrosse in the late '50's have Loyola fans seen a player of this calibre. He finished the season as Canada's highest scoring college player with 49 goals and 35 assists in 34 games. In one game he scored a record-shattering seven goals, six coming in one period. What can you, say about the most electrifying college hockey player in Canada that hasn't already been said? He turned down a lucrative pro offer to return to Loyola, which says a lot about the boy, his family, his coach, and his school. Loyalty does mean something!

Loyola has long been known for its hockey tradition. According to old-timers around the Loyola hockey scene, Lowe rates right behind Paul Haynes as Loyola's all-time hockey great, and there have been a lot of illustrious names down through the years. Players of the ilk of

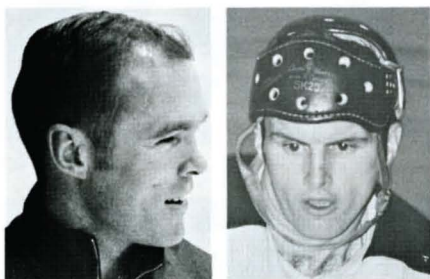
Herb English, Mike Labrosse, Gary Dineen, Bernie McCallum, Jack McMullan, Connie Mandala, Roger Wilding, Ed Meagher, Hank Harbison, Ivan Velan, Mike Condon, Ricky Dawson, Joe Schnurr, George Lackenbauer, Connie Broden, Mike Cullen, and Bob Brodrick, to name a few. Lowe has added his name to this list of hockey's Who's Who at Loyola.

No story of this year's team would be complete without mention of team captain Chris Hayes, a kid who leads by example and doesn't know the meaning of the word quit. A small-towner from the unknown and unsung hamlet of Chapeau, Quebec, Hayes is a coach's ideal player, and they come few and far between. He played a large part in Lowe's phenomenal success this year as his centre, getting 48 assists in 35 games. Only a journeyman player with the Oshawa Generals when Bobby Orr was cock of the walk, Hayes has blossomed into his own and was named OSL 1st team All-Star centre, the only unanimous choice of all selections. Replacing him after his final year next season will be a gargantuan task.

In three years at Loyola Dave Draper has carved a niche for himself in Canadian college hockey annals. His record stands on its own; 76 wins, 17 losses, and 4 ties! The fourth estate talks about Loyola as being chippy, a dirty hockey team, sore losers, and the like, but when you're winning, everybody tries to knock you down. They can beat you in the committee room, but they can't do it on the ice. The OSL teams may hate Draper, but his players would go through the boards for him. They go all out for the man to whom defeat is anathema. No one could ask for more.

The mentor of Loyola's hockey fortunes is not known for his verbosity. His actions speak louder than words, but he does have some definite ideas on the season just closed and the upcoming one. In his low-keyed demeanor, Draper gave his views on the season. "I never saw those great teams in the '50's but I feel safe in saying that this year's team is possibly the greatest ever iced by the college. The spirit was tremendous, even better than at St. Mike's or Tech. On and off the ice, every player was concerned about his teammate's problems. After dropping that play-off game last year, we reset our goals and planned accordingly."





"Sure, we had a great record and won the OSL, the Centennial Tournament, and Coupe de Québec, but I mean greatness too in the type of players I had to work with this year. We didn't win the National championship, but we got a taste of it and next year we hope to be back. We got great mileage out of individual players, but the key was the way everybody pulled together in a team effort. They all contributed equally. It won't be easy to replace the likes of Donnelly, Doyle, Lowe, Tremblay, McCann, Hutton, Wickham and Thomassin. We do have a strong nucleus returning and should be up there again next year."

Hockey has often been called the sport that counts at Loyola. Perhaps this is because to these players, winning is not everything; it's the only thing!





# WARRIORS

## Basketball

By Denis Forrestall

What began three years ago as a complete renovation of the Athletic Department under the helm of its vigorous Director Ed Enos, is fast approaching reality. For the second time in as many years, the Loyola Warriors will represent the Ottawa-St. Lawrence league in this year's C.I.A.U. National Championships.

Their record speaks for itself. Forty-two consecutive regular season league wins, which prove that they are the class of the league. The Warriors also walked off with the coveted Coupe de Quebec trophy for the second straight year with another unblemished record. Their overall record stands 23-7.

The team's roster is just as impressive. They are almost a carbon copy of last year's team that finished third in the Nationals. Missing five from last year, Coach Daigneault has filled the necessary holes more than adequately and the team is intact.

Earl Lewis has finished this best year to date as a Warrior. At only 6'2", his ability to outjump opponents 6" taller is still the added attraction at Loyola's Wigwam. He led the team in rebounding and scoring, and was voted co-captain by his players.

They say basketball is a tall man's game, but junior guard Tom Profenno is putting some doubt to that statement. Tom stands 5'8", but his proficiency as a scorer and also as the team leader, has put him high in regard by Coach Daigneault.

Completing their third year in a Warrior uniform are John McAuliffe, Gene Lawrence, Jim Ivy, and Jack Contos. McAuliffe returned mid-way through the season after retiring due to academics; and put some added scoring punch and rebounding strength into the lineup. Gene Lawrence and Jim Ivy have proven their worth in the starting lineup, being up there in the scoring department. Jack Contos was last year's Athlete of the Year.

Yet, says Daigneault, the main difference from one year ago is maturity. Seven of the players are now Juniors and have blossomed maturity. Seven of the players are now Juniors and have blossomed

together into a winning team. Four sophomores and two freshmen round out the squad, and form a strong nucleus for the upcoming years.

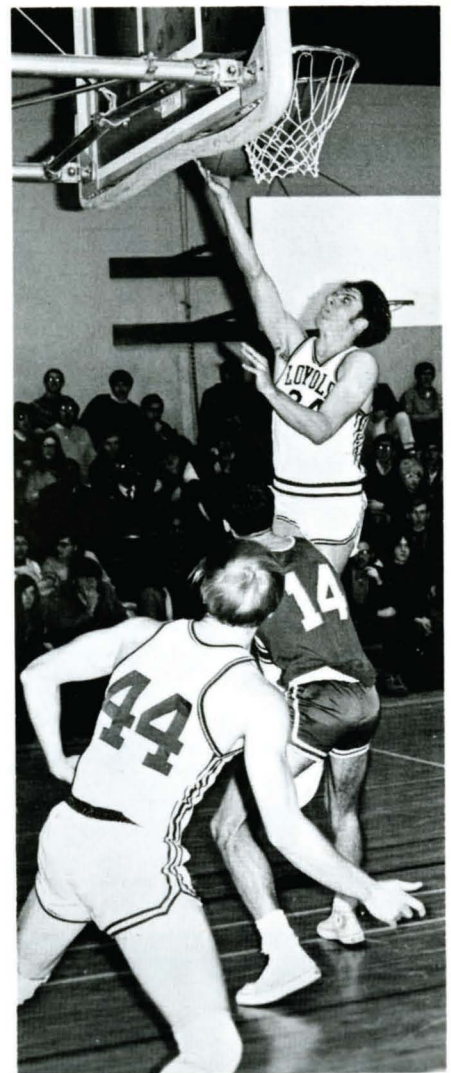
Sophomore guards Jim Fahey and Dave Burke have gained some valuable experience this year, and both threaten to crack the starting lineup next year.

Greg Gill and Jim McCarthy, both from Cardinal Farley Military School, are only freshmen. With four more years of eligibility remaining, Daigneault looks to them for future leadership.

Opening losses to Manitoba and St. Francis Xavier did not help Loyola, but gave them an indication of the tough schedule approaching. They continued to improve with each outing. At Christmas, they travelled to C.W. Post and Adephe University, two of the best college teams in New York City. They came back with two losses but also with an attitude that they could play well even with the best of them.

Except for a loss to Carleton in January, the Warriors have played possibly their best basketball in recent years. They took on Plattsburgh state, the second best small college in New York, and won 83-75. A week later they beat Clarkson University 110-98, another Upper New York State college.

No matter what the outcome of the C.I.A.U. tournament, the Loyola Warriors have again proven that they are National contenders.





In your position as a member of the Board of the Loyola Alumni Association, I enclose for your information -

- (a) Copy of the "Loyola News" issue of January 19, 1970;
- (b) Copy of telegrams sent to Board of Publications, L M S A, Loyola of Montreal Students' Association, Loyola Senate, and Board of Trustees;
- (c) Xerox of "Open Letter", published in "The Paper" issue of December 1, 1969. "The Paper" is a weekly publication with a circulation among night students at Loyola and Sir George of several thousand copies per issue.

The "Loyola Standing Committee" is composed of a small group of interested Alumni and friends of Loyola.

We are amazed at the silence of the Association and its failure to ascertain the facts and support Loyola at this critical time. Loyola has nothing to hide and the Association cannot be silent on issues of this consequence for its future.

Yours very truly,

W.J. McQuillan, Q. C.  
Class of '31

## YOUR ASSOCIATION IS INVOLVED

### 3rd Meeting Aug 11, 1969 ALUMNI INVOLVEMENT IN CAMPUS ACTIVITIES:

Mr. Dorrance provided the Board with some background on the current crisis on the campus. The College, Loyola of Montreal, is like many other Colleges and Universities, one in conflict. Mr. Dorrance expressed his view on the current crisis which is reaching toward a culminating point sometime in September. The immediate cause of the controversy is clear-cut enough. Professors, presumably supported by some students and some members of the faculty, have been told that their services are no longer

required. The Senate seems to want the case re-studied. The Trustees, composed of a body of Jesuits, refuses to hear about the situation. Apparently the Board of Trustees agreed to stand by a decision not to offer posts at Loyola for 1969-70. The Faculty Association, and the Students, are making their views known by radio, television, and press. The Alumni might want to get into the act. There are many questions about Dr. Santhanam and Dr. Shah. Alumni have heard in vague terms of the administration view, the student view, and the faculty view.

Alumni wish to know what is really going on and after some deliberation on their part will express their views. The Trustees, the President of the College, the Board of Governors, the Faculty and the Students have not communicated their present position to the Alumni Association. The Alumni Association should be involved in this present situation.

The Alumni Association through the efforts of the Directors should become aware and interested in the present campus scene. It is pretty hard not to be interested if you read the papers, watch television and listen to radio.

Mr. Dorrance was asked a number of questions by Mr. Renaud which led to fruitful discussion involving everyone at the meeting. The student position was well and ably represented by Mr. Lutfy. The reaction by the Directors present ranged from support of the student position to the very opposite view point. On disruption on the Loyola Campus the position seemed clear. The Directors do not want anyone or any group to interrupt normal functions such as classes, meetings, or office work. However they are concerned about the rigid position that seems to have been adopted by the Trustees.

After nearly two hours of rather heated discussion Mr. Renaud proposed that three Directors be assigned to investigate and document information relating to current issues from all groups at the College (Trustees, Governors, Administration, Faculty, Students), and to present its findings at a special meeting of all members of the Board of Directors. Mr. Wilson recommended that the number of Directors be changed from three to four. Mr. Renaud accepted the change. Mr. Leclerc seconded the motion. Motion carried. The Board then decided

to appoint Mr. Renaud, Mr. Beauregard, Mr. Woschiz, and Mr. Leclerc to the Committee. Mr. Renaud is to be Chairman, Mr. Beauregard secretary. Mr. Leclerc will handle the legal doings of the body.

It was then moved by Mr. Renaud that a special meeting of the Board be called before the next regular monthly meeting scheduled for September 8th. Mr. Leclerc seconded the motion. Motion carried. The Board then recommended that Mr. Wilson send letters to the groups at the College seeking their cooperation and requesting meetings with the Committee.

The Committee is undertaking a gigantic task voluntarily. Their one request is that their presentation be made to the full slate of Directors. It is such an important matter that all Directors should be present at the special meeting to hear and study and act upon the report.

### 4th meeting Sept 8, 1969.

#### BUSINESS ARISING FROM PREVIOUS MINUTES:

Mr. R. Leclerc asked about no 41 paragraph 6 in the previous minutes in which Mr. Renaud moved "that a Special Meeting of the Board be called before the next regular monthly meeting scheduled for September 8th."

Mr. Leclerc seconded the motion in no 41. The motion was carried. However because of unforeseen difficulties, the Special Meeting could not be held prior to or on the date September 8.

Mr. Leclerc, referring back to the importance of the special meeting, mentioned in no 41, moved that this particular regular meeting (September 8th) ratify that a special meeting, **on the important matter**, be held as soon as the reports from the Committee are ready for presentation to the Directors. Mr. Gallery seconded the motion. Motion carried unanimously.

Come 2:30 P.M. all alumni, alumae and friends have a choice; Panel Discussion or Football Game. Mr. Leclerc reported that the Panel Discussion would be entitled "Who should be running Loyola?". He stated that the concept of a panel discussion is new to Homecoming and has been added to the regular schedule of primarily social events to provide a serious note relevant to the current issues which face Loyola. Mr. Leclerc will chair the panel discussion. The panelists will include: Dr. John D. Morgan of the Philosophy Department; Marcel



Nouvet, President of the Students Association; Dr. John O'Brien, S.J., Acting Academic Vice-President and C.A. Pearson M.A. of the class of '65 and presently Special Assistant to National Minister of Health.

The format for the discussion will consist in an opening statement by each panelist, their general discussion of the topic and, finally, a question period where the audience will have an opportunity to address the members of the panel.

The discussion is scheduled for the Vanier Library but if the expected popularity of the event comes to pass, it will be transferred to the Smith Auditorium. These arrangements to be completed by Mr. Lutfy, the L.M.S.A. representative. No admission charge.

#### STUDENT LOAN FUND REPORT:

Mr. Boyle presented a report incorporating four divisions - **Financial Review; Evening Division Loans; Investment Plans** and finally **Other Plans.**

#### FINANCIAL REVIEW

1. A total of 25 loans was granted to Loyola students on March 15, 1969. As of September 8, 1969, eight have been completely paid-off, seven have been partially paid, and nothing has been received from ten students. Concerning the latter, letters have been sent, reminding them of their delinquency. Also phone calls were made to the homes of each and it was found that during the summer eight of the ten were employed out of town. It is expected that contact will be made with these people when classes begin.

2. At the discretion of the Fund Chairman, but with the knowledge of the President and Alumni Director, two loans of \$100.00 each were granted to summer school students. One has been paid in full, the other is due by November 30.

3. Two "old" debts in the amount of \$520.00 have been cleared up. At the request of Dean Joly, he is working to recover a number of back loans for which he feels responsible.

4. Interest and dividends on investments amounting to \$1,073.66 have been received from the Montreal City and District Trustees Limited and their sum has been deposited in our bank account.

5. Apart from loans granted, the only cheque written against the bank account was to Desbarats Printing Company in the amount of \$140.40 to cover the printing bills of the 1968-69 application forms.

6. Bank balance to date is \$4,113.-78.

#### 5th meeting Oct. 14, 1969

##### EVENING DIVISION LOANS

1. Following approval of a motion to make available an amount of up to \$1,000.00 to evening division students (Minute no. 1c, Student Loan Fund Committee Meeting July 3, 1969) this information was passed on to the Director of the Evening Division. On September 4, 1969, a letter was received from Mr. Potvin requesting the \$1,000.00. He has screened the applicants and feels they are deserving of such funds. The loans will be paid by October 15 and repayment is to be completed by January 30, 1970.

##### OTHER BUSINESS:

Mr. Beauregard reported on the activities of the Committee that was established at the third meeting of the Directors in section No. 41 (Alumni Involvement in Campus Activities) paragraph five (5). The Committee has met with Father MacGuigan, Chairman of the Trustees, with Father Malone, President of the College, and with Mr. Nouvet, President of the Student Association. The Committee is to meet with Judge Casey, Chairman of the Board of Governors, and Dr. Savage, President of the Faculty Association in due time. Once the meetings are completed and a report has been written, the report will be submitted to a special meeting of the Board.

#### 6th meeting Nov. 17, 1969

##### ALUMNI INVOLVEMENT IN CAMPUS ACTIVITIES:

Mr. Renaud and Mr. Beauregard presented the report.

In view of the fact that this Committee was created at a Directors meeting on September 8 to investigate and document information relating to current issues from all groups at Loyola College (Trustees, Governors, Administration, Faculty, Students) and to present its findings at a special meeting of all the members of the Board of Directors before the next scheduled meeting of the Board following September 8, we present this report at this time for the following reasons:

1. It was deemed impossible to gather the necessary information from all responsible groups by October 14 which was the next meeting of the Directors following September 8.

2. The unprecedented publicity Loyola has received in the last two months illustrates the urgency with which the Alumni must act regarding the issues which we were to investigate.

3. The complications involving ma-

ny factions within the bodies that we were to interview necessitate our reporting at this time.

Attached please find minutes of three meetings which were held with Father Malone - Loyola President, Father McGuigan - Chairman of the Board of Trustees, and Mr. Marcel Nouvet - President of the Student's Association. Although these minutes may not explain fully the deep-rooted problems which were to be investigated, they are illustrative enough to point out the obvious discrepancies which exist at Loyola and are the contributing factors to Loyola's unrest.

The Committee has seen fit to call a halt to any more interviews for the following reasons:

A.-An interview with the Faculty Association President could not be arranged at the outset due to his absence from the country. By the time our interviews were under way with other representatives it was to speak for the faculty and as a result only recently was a new President elected.

B. We have not met with the Board of Governors since it is the feeling of the Committee that no more additional information would be acquired than has already been obtained.

#### CONCLUSIONS

From the interviews that have been conducted and other information gathered, it is the conclusion of this Committee that there is a complete lack of communications between the various organizations on campus. In addition there is absolutely no communication with the Alumni from or to any of the organizations.

The Absolute authority of the Trustees is not generally accepted by all responsible bodies on campus.

There is serious mistrust in the delegation to the Senate of supremacy in matters academic. Consistent with this mistrust is the difficulty in satisfying for all concerned the definition of "matters academic."

#### RECOMMENDATIONS

The special committee hereby submits to this Board its recommendations based on information summarized above but made at this time so as to allow the Alumni to take the necessary steps in fulfilling its responsibility to the Loyola Community.

1. That the Alumni Association initiate immediately an informal meeting for the purpose of gathering in an atmosphere of congeniality and commonsense. The invitees should



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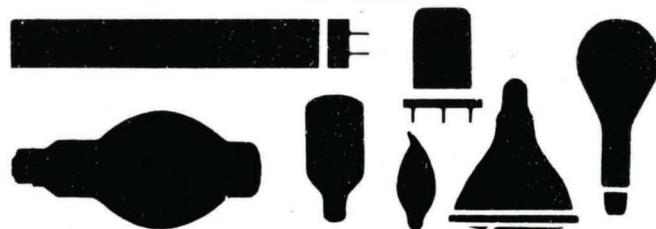


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Members of the Board of Trustees, Representatives to the Senate, Members of the Board of Governors, the President of the College, The elected executive of the Faculty Association, the elected executives of the Students Association.

The purpose of this meeting would be to express to these responsible people the concern that the Alumni Association has for Loyola's present dilemma.

2. The Loyola Alumni Association shall seek to be represented on the Board of Trustees and the Senate as well as maintaining its position on the Board of Governors, and that these representatives of the Alumni report monthly to the Board of Directors. These representatives would be appointed Alumni Association Vice Presidents.

The Alumni Association should undertake a thorough search to seek proper representatives for these extremely important appointments.

3. The Loyola Alumni Association, represented by its Directors, should publicly adopt its position in matters affecting the Loyola Community.

This Committee hereby submits its report and requests that its tenure be ceased due to the implementation of the recommendations made herewith.

Please see following pages for meetings held with -

Father Malone, President of Loyola of Montreal

Father McGuigan, Chairman of Board of Trustees

Marcel Nouvet, President of the Student Association

RE: MEETING WITH FATHER  
MALONE ON TUESDAY,  
SEPTEMBER 2.

The Special Committee of the Alumni Association met with Father President to obtain his views on current problems at issue on Loyola Campus. Father Malone indicated his pleasure and genuine interest that the Alumni had decided to explore the problems involving Loyola and that he would do everything he could to provide the Alumni with as much information as possible.

He explained the role of the Trustees as being the successors to the formation of Loyola College under an Act of Charter. These successors numbered seven and were all Jesuits. They were all appointed by the Rector who, in fact, was the

religious Superior of the Loyola community. Since July 31, 1969- the duties of Loyola President and Rector have been split so that now the Rector is the religious Superior and the President is the Chief Executive Officer of a new corporation called Loyola College.

Subsequent to July 31, by a special meeting of the Trustees, their numbers were increased to fifteen which include five non-Loyola community Jesuits but still exclusively a Jesuit body. The Board of Trustees elect their own Chairman, Vice-Chairman, Treasurer and Secretary. This body has all the powers of Loyola. For the current term the Chairman is Father McGuigan and the Secretary is Father J. O'Brien.

The Trustees delegate to a body called the Senate the authority to be supreme in matters academic. They also have, in an advisory capacity, a Board of Governors who have no constitutional or legal authority but merely a gentleman's agreement whereby no major policy decision will be ratified by the Board of Trustees unless it is accepted by the Board of Governors.

The Senate is made up of twenty-eight members and they are appointed as follows:

9 ex officio (because of administrative positions at College)

14 appointed by faculty

3 appointed by students

2 appointed by the President

The authority of the Senate as mentioned above is defined as being supreme in matters academic, which is generally described in the Faculty Manual to include course curriculum, general norms for academic standards, academic standing and student promotion. This obviously is the heart of the problem - that academic matters do not appear to be defined to the mutual satisfaction of all concerned.

Father Malone explained in great detail the mechanics of establishing a budget an operating a budget as well as the procedures involved in hiring academic personnel. Briefly, any budgetary requests that are made follow the following channels:

Faculty member, Department Chairman, Dean of Faculty, Academic Vice-President, Senate Committee, Board of Governors. Trustees.

The procedure for hiring starts with a Department Chairman interviewing the prospective faculty member and he could conceivably consult with other members of his Department as well as students in

order to assess the possibilities of the prospect. Following this scrutiny the proposed Professor is nominated to the Dean of the faculty who, in turn, proposes the Professor to the Academic Vice-President. Following this procedure a one-year contract for the period August 1 to July 31 is signed between the successful candidate and the President of the College. A standard clause in all contracts requires the College to notify the Professor by no later than December 15 that his contract, which will expire July 31, will not be renewed.

Father Malone explained to the Committee the criteria used in selecting his Board of Governors. He reviewed the membership as it was in the past and how he himself has changed the membership to complement the image of Loyola, to lend expertise during a period of expansion and to provide support for fund raising. The Board consists of a membership ranging in number from twenty-two to twenty-eight and presently has a Jew and a non-Catholic on its membership. There has been an attempt to have a broad representation from the world at large and not merely the old English-speaking Irish Catholic community.

A special committee of the Alumni Association met with Father McGuigan to obtain his views and those of the Board of Trustees on certain problems at issue on Loyola Campus. The meeting was very timely in as much as the Trustees had recently held a Labour Day weekend seminar which concluded with the Trustees being increased from 7 members to 15. The newly elected slate includes Fathers O'Brien, Drummond, O'Connor, McGuigan, Malone, McDougall, Graham, Ryan and O'Neil, all of the Loyola community of Jesuits; Father Tate of St. Mary's University, Halifax, Father Lea of Toronto, Father Walsh from Guelph Father Shook a student who graduated from Loyola 1969, Father Desrochers Editor of Relation, and Father Picard. By virtue of 62 Victoria, Chapter 68, Loyola's Charter appoints the Trustees as successors to Loyola. The Trustees are the Charter owners who own the property and, therefore, have total responsibility.

The Trustees delegate to the Senate the authority in matters academic. Father McGuigan explained this to mean: a) the responsibility for shaping and formulating academic policy. b) The right



to concern themselves with other matters academic such as the number of courses necessary for a degree or honours degree, the grading of students, changes in the curriculum and the norms for appointments of Professors.

Father McGuigan explained the role of the Board of Governors as an advisory group only who must be consulted on major policy decisions of the College.

A meeting with Marcel Nouvet was held to discuss current problems on Loyola campus today. Mr. Nouvet explained the role of the various groups on campus and proposed a new format for the Senate. This proposal, although ideal, would in his opinion be the ultimate make up in due course. That make up would be for faculty and students to have equal representation and concern themselves with academic matters such as curriculum, hiring of personnel and evaluation. The present make up of the Senate is inequitable and an interim make up satisfactory to him would be for representation by faculty, students and administration equally.

Mr. Nouvet explained that the role of the Board of Governors should be an advisory one in matters relating to financial reporting. The administration should concern themselves with maintaining the physical plant and administering budgets.

The Alumni should be represented on all levels of Campus government.

By establishing the foregoing structures the Board of Trustees would be eliminated and the function of the Senate would be increased to include absolute authority in curriculum, appoint the President as well as the faculty Deans.

A brief discussion was held regarding contracts with professors and Mr. Nouvet indicated that it was his knowledge contracts were signed for longer than one year.

At the conclusion of the report Mr. Renaud moved that recommendation no 1 concerning the informal gathering be scheduled for Wednesday November 19, 1969 or as soon as possible after that date. Mr. Gallery seconded the motion. Motion carried. Mr. Wilson to make the appropriate arrangements.

Mr. Renaud moved the adoption of recommendations No. 2 and No. 3. Seconded by Mr. Beauregard. Motion carried.

#### **7th meeting Dec 15, 1969**

#### **BOARD OF GOVERNORS REPORT:**

Mr. Wilson reported that the Board of Governors uncertain of their

survival. He further reported the resignation of Justice Paul Casey had been accepted by the Board of Governors and two further resignations are expected in the near future.

The role of the Board of Governors at the present time is difficult to define. It has no guidelines to act under since the statutes were never enacted. It's status is one of gentle persuasion.

#### **TRUSTEES MEETING REPORT:**

On November 23, 1969 the Executive of the Board met with the Trustees of Loyola. The meeting was deemed to have been a success.

There was much discussion on the advisability of setting-up a research committee which would make representations to the College Task Force and to the Trustees. The Administration has announced the formation of a Task Force on Senate Reform. The Task Force will receive briefs, conduct open hearings and encourage the participation of the entire Loyola Community. The Task Force consists of 4 senators, 4 faculty members, 4 students, and the President of the College.

Mr. Renaud noted that the recommendations he moved in No. 75 (Alumni Involvement in Campus Activities) had been passed. He moved the recommendations of No. 75 be implemented and that all necessary steps to ensure representation on the various bodies be undertaken immediately. To this end a Research Committee should be appointed and written contact made with Father MacGuigan (Chairman of Trustees), Father Malone (Chairman of Task Force), and Mr. Noonan (Secretary of Senate) to advise of the Board's intent. Mr. Beauregard seconded the motion. Motion carried.

Moved by Mr. Gallery that Mr. Beauregard be the Chairman of the Research Committee and that he contact Fathers MacGuigan and Malone and Mr. Noonan at the earliest possible date and advise them of the formation of the Research Committee and of its intent. Mr. Leclerc seconded the motion. Motion carried. Mr. Beauregard was accorded the privilege of choosing the other members of the Research Committee.

#### **OTHER BUSINESS:**

#### **RECEPTION**

a) The reception hosted by the Directors for the Trustees, Governors, Administrators, Faculty members and Student representatives was held on Wednesday, December 10, 1969. Approximately fifty per-

sons attended. Mr. Wilson stated that the meeting was worthwhile and provided a forum for the exchange of views. Mr. Brennan mentioned the gratitude of the Student Government Executive for the opportunity to meet and converse with the Directors of the Association. All in all an event worthy of repetition.

"That in granting bursaries or loans to Loyola of Montreal students this Board and its committees or appointees charged with reviewing applications for bursaries or loans should take into consideration the general regard the applicant has for and the positive contribution he intends to make as a student to the well-being of Loyola of Montreal." Motion carried.

#### **CAMPUS CENTRE AND ANNUAL FUND**

k) The Directors wondered whether the 1969-1970 Fund Campaign be in support of the Campus Centre. A telling argument was presented by Mr. Boyle. After much discussion during which many viewpoints were presented Mr. Beauregard moved that the 69-70 Campaign financial returns be directed towards the Campus Centre. Mr. Boyle seconded the motion. Motion carried.

#### **IEWS TO REGISTRAR**

1) Mr. Wilson reminded the Directors about Father Malone's letter seeking recommendations for the Loyola of the 70's. After some debate it was agreed that each Director would send his recommendations for the Loyola of the 70's. After some debate it was agreed that each Director would send his recommendations to the Registrar with copies to Mr. Beauregard. Mr. Beauregard would utilize these reports in connection with his Research Committee and also as the basis of a collective viewpoint of the Board of Directors.

#### **8th meeting Jan 12, 1970**

e) The Issues at Loyola came to a head and Loyola authorities closed down the school for what was termed a cooling-off period today January 12, 1970. The College is due to re-open on Monday January 19, 1970.

Mr. Wilson reported that he had made a statement to the Press concerning the situation. This statement led to some congratulatory phone calls and a telegram from a Past-President C.A. Phelan '48 disassociating himself from the blanket endorsement of the Loyola administration viewpoint. Mr. Phelan advocated the Alumni Board remain



flexible, sympathetic and available to act as an honest broker.

After lively discussion by the Directors, during which many expressed the feeling that they were really unaware of the facts and the issues, a resolution was finally adopted.

Mr. Doherty moved and Mr. Woschiz seconded the following:

That this Board authorize the President of the Loyola of Montreal Alumni Association, William H. Wilson Jr., to take steps to convene a meeting of Professors A.G. Hooper and S. Russell, The Very Reverend P.G. Malone, S.J. and the reverend J. O'Brien, S.J. with a view to determining the facts and issues relating to the recent decision not to renew the contracts of 27 faculty members at Loyola, in order that the Board might take an informed position on the matter;

That Robert Leclerc be appointed Chairman of the meeting;

and

That all members of this Board be invited to attend the meeting but that those authorized to speak be restricted to Board members Robert Leclerc, Lawrence Doherty and William Wilson.

The resolution was passed unanimously.

#### **Special Meeting, Jan. 14, 1970**

"Alumni conscious of large number of students who are honestly seeking an education. We urge every effort on part of Administration and Faculty that school open on Monday, January 19th, 1970 and that Education recommence at Loyola without further delay."

This was moved by Mr. Doherty seconded by Mr. Beauregard.

## **LETTERS**

The Very Reverend P.G. Malone, S.J., President,  
Loyola of Montreal.

Dear Father Malone,  
Re: Savage/Desplands Report

After studying the very detailed Savage/Desplands Report regarding a federation of some sort between Sir George Williams University and Loyola of Montreal at an executive meeting of the Loyola Alumni Board of Directors, it was agreed that the recommendations contained therein not be accepted.

We have had great difficulty in assessing the merits of the proposal

but feel that its execution will ultimately result in the disappearance of Loyola. Conscious of the problems emanating from Bill 62, we feel that the continued existence of Loyola is essential and have discussed among ourselves a counter-proposal to the Savage/Desplands Report.

Having in mind the importance of the historical standards of English education and in particular the potential benefits of English Catholic education, we have considered and further discussed the possibility of a new approach - the creation of three colleges or universities which would have the privilege of granting degrees at the Bachelor level, namely: Loyola of Montreal, Bishop's University and Sir George Williams University, all feeding into McGill University which would concentrate on having the sole responsibility of granting degrees at the Graduate level to the English Community in Quebec.

It is our sincere hope that you will see the possibilities inherent in such a proposal and we, of course, would be most pleased to elaborate on our recommendations at your pleasure.

Yours sincerely,

W. H. Wilson, Jr.,  
President,  
Loyola Alumni Association.

Reverend G.J. MacGuigan, S.J.,  
Chairman, Board of Trustees,  
Jesuits Residence,  
Loyola of Montreal

Dear Father MacGuigan,

We were delighted to read the press release stating that on our recommendations made to the Board of Trustees during our presentation of November 23rd, to include laymen on the Board, has been acted upon.

We were also most pleased to note that you specifically mentioned the inclusion of Alumni. Would you please be good enough to let us know how many Alumni are to be named and the approximate timing of the appointments. We wish to do a thorough job of research on possible appointees.

Wishing you continued success and assuring you of our wholehearted support, I remain,

Sincerely yours

W.H. Wilson, Jr.,  
President,  
Loyola Alumni Association.

Very Rev. Patrick G. Malone, S.J.  
President

Loyola of Montreal

Re: Savage-Desplands Report

Dear Fr. Malone:

In response to your letter of January 21, requesting us to evaluate the above named report, we submit the following conclusions on behalf of our department. It should be noted that athletics is part of Student Services, but the Athletics Director has been requested to file a separate report.

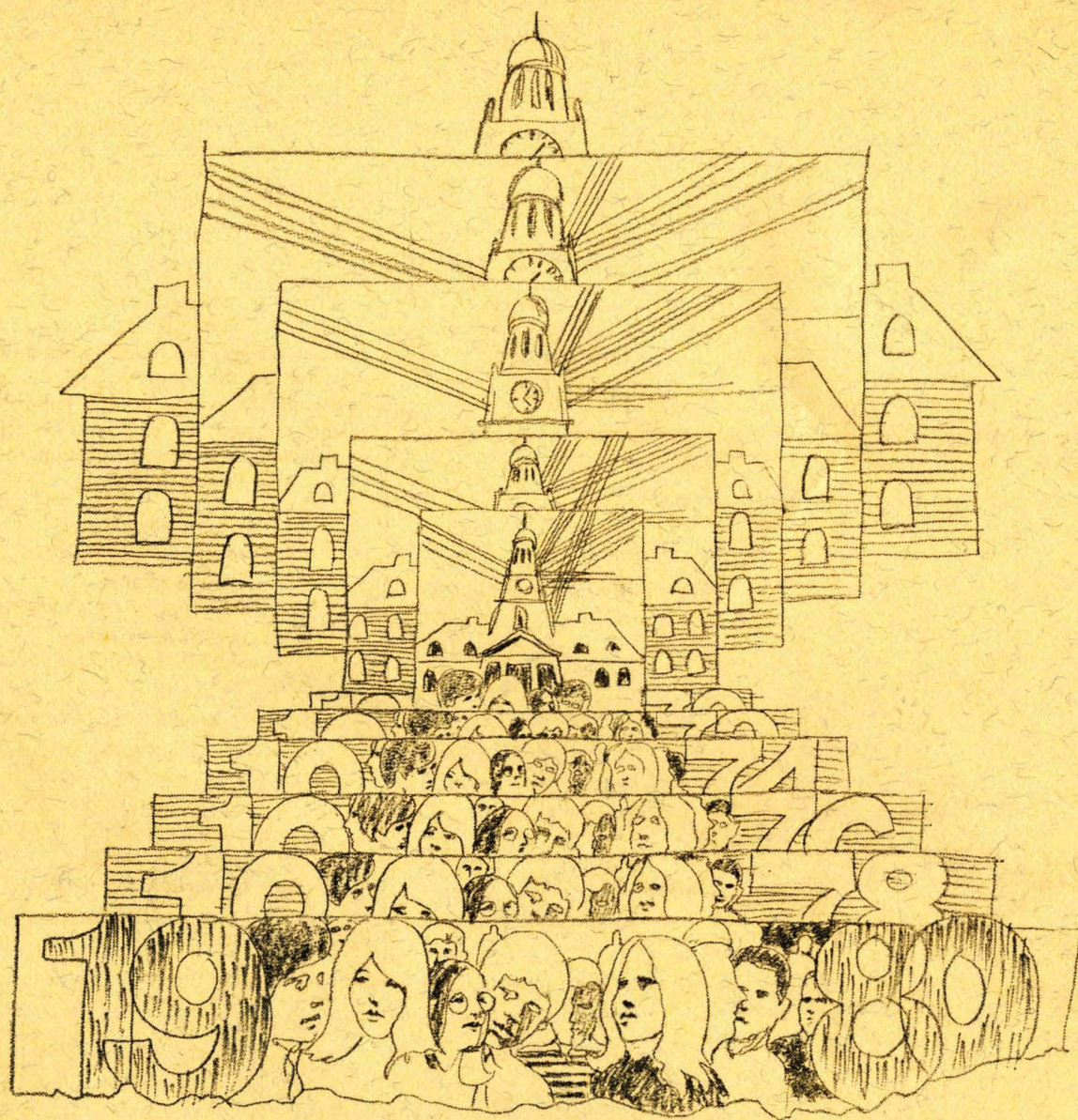
In an attempt to understand the report we built models of how Student Services and student life would change. Unfortunately, none proved satisfactory so, we must reject this proposal in favour of other possibilities which still appear to be open to the College. A very brief outline of how we philosophically interpret the purpose of the Department of Student Services is contained in the addendum included with this letter.

Under the Savage-Desplands Report, nearly forty percent of Loyola students, those not in the Arts Faculty, would have to lose any identity with the College and their presence is a vital part of a mix of life styles. As an Arts College, when so far from the other faculties or colleges, Loyola would create a biased milieu of "Arts Only" that likely included the student residences and proposed campus union building.

Secondly, many basic policies directly affecting students across the university would be made by the University Senate. This kind of centralization limits the decision-making bodies on campus in scope and freedom. As students and faculty, each decade, wish increased participation in decisions affecting them, such absentee high level governance can only seem to make channels of influence and involvement more arduous and complex.

Specifically, for this Department of Student Services, the report indicates a line relationship between the Vice - President Student Service and the Dean of Students. However, in practise the lines of authority would be diffused between the college administration and the University administration. The confusion of such relationships would be confining on all parties. Similarly, policy making that affects Student Services would present confusion, as authority must necessarily be divided between campus committees or councils and the University Senate.



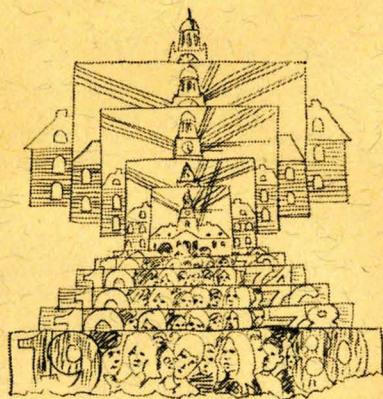


# 1980!

In the decade between now and then, our colleges and universities must face some large and perplexing issues

NINETEEN EIGHTY! A few months ago the date had a comforting remoteness about it. It was detached from today's reality; too distant to worry about. But now, with the advent of a new decade, 1980 suddenly has become the next milepost to strive for. Suddenly, for the nation's colleges and universities and those who care about them, 1980 is not so far away after all.





### Campus disruptions: a burning issue for the Seventies

| <u>Last year's record</u>                | <u>Had<br/>disrup-<br/>tive<br/>protests</u> | <u>Had<br/>violent<br/>protests</u> |
|--|--|-------------------------------------|
| Public universities .....                | 43.0%  | 13.1%                               |
| Private universities .....               | 70.5%  | 34.4%                               |
| Public 4-yr colleges .....               | 21.7%  | 8.0%                                |
| Private nonsectarian 4-yr colleges ..... | 42.6%  | 7.3%                                |
| Protestant 4-yr colleges .....           | 17.8%  | 1.7%                                |
| Catholic 4-yr colleges .....             | 8.5%   | 2.6%                                |
| Private 2-yr colleges .....              | 0.0%   | 0.0%                                |
| Public 2-yr colleges .....               | 10.4%  | 4.5%                                |

**1980!** BETWEEN NOW AND THEN, our colleges and universities will have more changes to make, more major issues to confront, more problems to solve, more demands to meet, than in any comparable period in their history. In 1980 they also will have:

- **More students to serve**—an estimated 11.5-million, compared to some 7.5-million today.
- **More professional staff members to employ**—a projected 1.1-million, compared to 785,000 today.
- **Bigger budgets to meet**—an estimated \$39-billion in uninflated, 1968-69 dollars, nearly double the number of today.
- **Larger salaries to pay**—\$16,532 in 1968-69 dollars for the average full-time faculty member, compared to \$11,595 last year.
- **More library books to buy**—half a billion dollars' worth, compared to \$200-million last year.
- **New programs that are not yet even in existence**—with an annual cost of \$4.7-billion.

Those are careful, well-founded projections, prepared by one of the leading economists of higher education, Howard R. Bowen. Yet they are only one indication of what is becoming more and more evident in every respect, as our colleges and universities look to 1980:

No decade in the history of higher education—not even the eventful one just ended, with its meteoric record of growth—has come close to what the Seventies are shaping up to be.

**1980!** BEFORE THEY CAN GET THERE, the colleges and universities will be put to a severe test of their resiliency, resourcefulness, and strength.

No newspaper reader or television viewer needs to be told why. Many colleges and universities enter the Seventies with a burdensome inheritance: a legacy of dissatisfaction, unrest, and disorder on their campuses that has no historical parallel. It will be one of the great issues of the new decade.

Last academic year alone, the American Council on Education found that 524 of the country's 2,342 institutions of higher education experienced disruptive campus protests. The consequences ranged from the occupation of buildings at 275 institutions to the death of one or more persons at eight institutions. In the first eight months of 1969, an insurance-industry clearinghouse reported, campus disruptions caused \$8.9-million in property damage.

Some types of colleges and universities were harder-hit than others—but no type except private two-year colleges escaped completely. (*See the table at left for the American Council on Education's breakdown of disruptive and violent protests, according to the kinds of institution that underwent them.*)

Harold Hodgkinson, of the Center for Research and Development in Higher Education at the University of California, studied more than 1,200 campuses and found another significant fact: the bigger an institution's enrollment, the greater the likelihood that disruptions took place. For instance:

- Of 501 institutions with fewer than 1,000 students, only 14 per cent reported that the level of protest had increased on their campuses over the past 10 years.



► Of 32 institutions enrolling between 15,000 and 25,000 students, 75 per cent reported an increase in protests.

► Of 9 institutions with more than 25,000 students, all but one reported that protests had increased.

This relationship between enrollments and protests, Mr. Hodgkinson discovered, held true in both the public and the private colleges and universities:

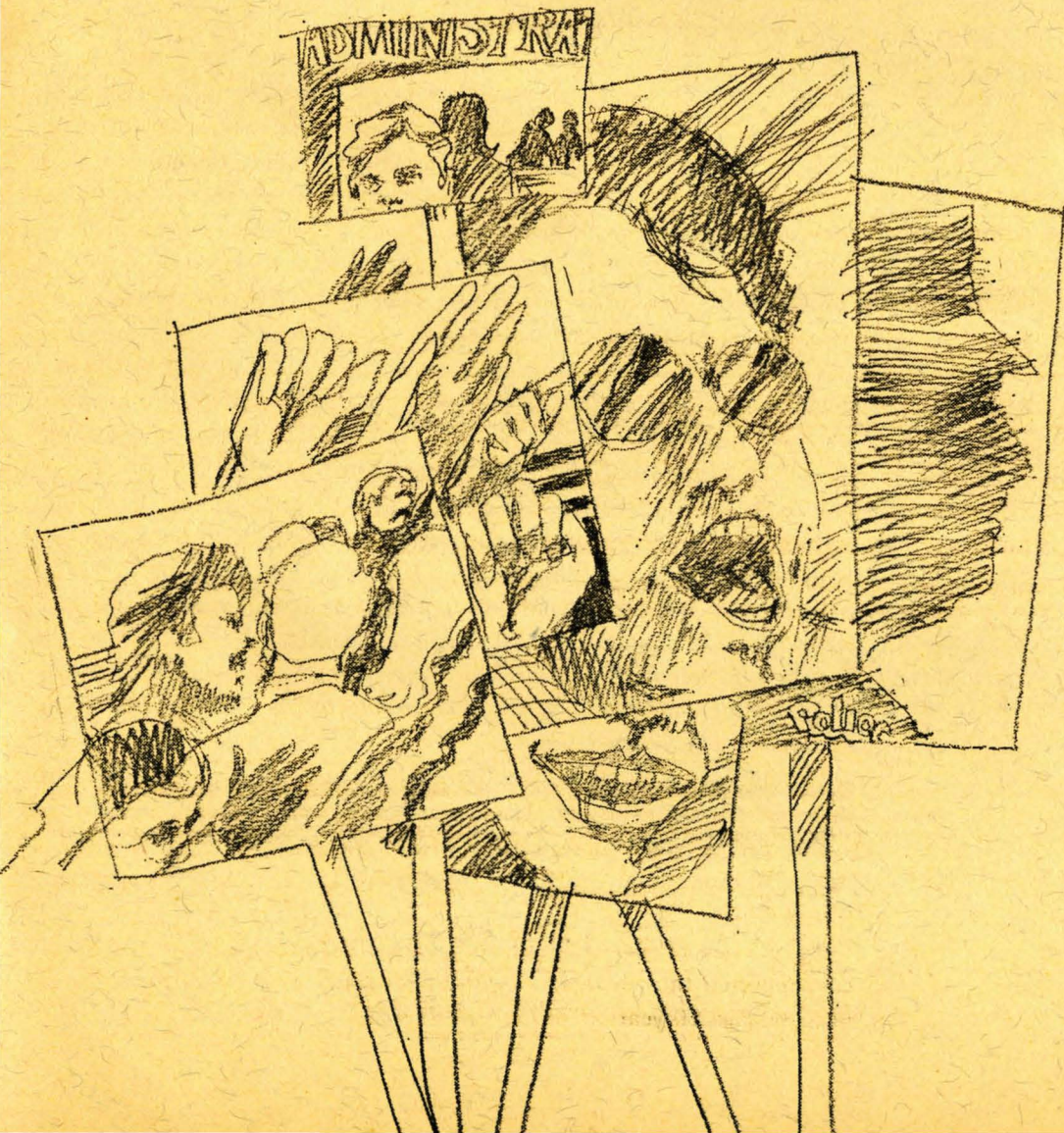
"The public institutions which report an increase in protest have a mean size of almost triple the public institutions that report no change in protest," he found. "The nonsectarian institutions that report increased protest are more than twice the size of the nonsectarian institutions that report no change in protest."

Another key finding: among the faculties at protest-prone institutions, these characteristics were common: "interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students."

Nor—contrary to popular opinion—were protests confined to one or two parts of the country (imagined by many to be the East and West Coasts). Mr. Hodgkinson found no region in which fewer than 19 per cent of all college and university campuses had been hit by protests.

"It is very clear from our data," he reported, "that, although some areas have had more student protest than others, there is no 'safe' region of the country."

**No campus in any region is really 'safe' from protest**





# 1980!

WHAT WILL BE THE PICTURE by the end of the decade? Will campus disruptions continue—and perhaps spread—throughout the Seventies? No questions facing the colleges and universities today are more critical, or more difficult to answer with certainty.

**Some ominous  
reports from  
the high schools**

On the dark side are reports from hundreds of high schools to the effect that “the colleges have seen nothing, yet.” The National Association of Secondary School Principals, in a random survey, found that 59 per cent of 1,026 senior and junior high schools had experienced some form of student protest last year. A U.S. Office of Education official termed the high school disorders “usually more precipitous,





spontaneous, and riotlike" than those in the colleges. What such rumblings may presage for the colleges and universities to which many of the high school students are bound, one can only speculate.

Even so, on many campuses, there is a guarded optimism. "I know I may have to eat these words tomorrow," said a university official who had served with the National Commission on the Causes and Prevention of Violence, "but I think we may have turned the corner." Others echo his sentiments.

"If anything," said a dean who almost superstitiously asked that he not be identified by name, "the campuses may be meeting their difficulties with greater success than is society generally—despite the scare headlines.

"The student dissatisfactions are being dealt with, constructively, on many fronts. The unrest appears to be producing less violence and more *reasoned* searches for remedies—although I still cross my fingers when saying so."

Some observers see another reason for believing that the more destructive forms of student protest may be on the wane. Large numbers of students, including many campus activists, appear to have been alienated this year by the violent tactics of extreme radicals. And deep divisions have occurred in Students for a Democratic Society, the radical organization that was involved in many earlier campus disruptions.

In 1968, the radicals gained many supporters among moderate students as a result of police methods in breaking up some of their demonstrations. This year, the opposite has occurred. Last fall, for example, the extremely radical "Weatherman" faction of Students for a Democratic Society deliberately set out to provoke a violent police reaction in Chicago by smashing windows and attacking bystanders. To the Weathermen's disappointment, the police were so restrained that they won the praise of many of their former critics—and not only large numbers of moderate students, but even a number of campus SDS chapters, said they had been "turned off" by the extremists' violence.

The president of the University of Michigan, Robben Fleming, is among those who see a lessening of student enthusiasm for the extreme-radical approach. "I believe the violence and force will soon pass, because it has so little support within the student body," he told an interviewer. "There is very little student support for violence of any kind, even when it's directed at the university."

At Harvard University, scene of angry student protests a year ago, a visitor found a similar outlook. "Students seem to be moving away from a diffuse discontent and toward a rediscovery of the values of workmanship," said the master of Eliot House, Alan E. Heimert. "It's as if they were saying, 'The revolution isn't right around the corner, so I'd better find my vocation and develop myself.'"

Bruce Chalmers, master of Winthrop House, saw "a kind of anti-toxin in students' blood" resulting from the 1969 disorders: "The disruptiveness, emotional intensity, and loss of time and opportunity last year," he said, "have convinced people that, whatever happens, we must avoid replaying that scenario."

A student found even more measurable evidence of the new mood: "At Lamont Library last week I had to wait 45 minutes to get a reserve book. Last spring, during final exams, there was no wait at all."



**Despite the scare headlines, a mood of cautious optimism**



**Many colleges have  
learned a lot  
from the disruptions**



**The need now:  
to work on reform,  
calmly, reasonably**

**1980!** PARTIALLY UNDERLYING THE CAUTIOUS OPTIMISM is a feeling that many colleges and universities—which, having been peaceful places for decades, were unprepared and vulnerable when the first disruptions struck—have learned a lot in a short time.

When they returned to many campuses last fall, students were greeted with what *The Chronicle of Higher Education* called “a combination of stern warnings against disruptions and conciliatory moves aimed at giving students a greater role in campus governance.”

Codes of discipline had been revised, and special efforts had been made to acquaint students with them. Security forces had been strengthened. Many institutions made it clear that they were willing to seek court injunctions and would call the police if necessary to keep the peace.

Equally important, growing numbers of institutions were recognizing that, behind the stridencies of protest, many student grievances were indeed legitimate. The institutions demonstrated (not merely talked about) a new readiness to introduce reforms. While, in the early days of campus disruptions, some colleges and universities made *ad hoc* concessions to demonstrators under the threat and reality of violence, more and more now began to take the initiative of reform, themselves.

The chancellor of the State University of New York, Samuel B. Gould, described the challenge:

“America’s institutions of higher learning . . . must do more than make piecemeal concessions to change. They must do more than merely defend themselves.

“They must take the initiative, take it in such a way that there is never a doubt as to what they intend to achieve and how all the components of the institutions will be involved in achieving it. They must call together their keenest minds and their most humane souls to sit and probe and question and plan and discard and replan—until a new concept of the university emerges, one which will fit today’s needs but will have its major thrust toward tomorrow’s.”

**1980!** IF THEY ARE TO ARRIVE AT THAT DATE in improved condition, however, more and more colleges and universities—and their constituencies—seem to be saying they must work out their reforms in an atmosphere of calm and reason.

Cornell University’s vice-president for public affairs, Steven Muller (“My temperament has always been more activist than scholarly”), put it thus before the American Political Science Association:

“The introduction of force into the university violates the very essence of academic freedom, which in its broadest sense is the freedom to inquire, and openly to proclaim and test conclusions resulting from inquiry. . . .

“It should be possible within the university to gain attention and to make almost any point and to persuade others by the use of reason. Even if this is not always true, it is possible to accomplish these ends by nonviolent and by noncoercive means.

“Those who choose to employ violence or coercion within the university cannot long remain there without destroying the whole fabric



of the academic environment. Most of those who today believe otherwise are, in fact, pitiable victims of the very degradation of values they are attempting to combat."

Chancellor Gould has observed:

"Among all social institutions today, the university allows more dissent, takes freedom of mind and spirit more seriously, and, under considerable sufferance, labors to create a more ideal environment for free expression and for the free interchange of ideas and emotions than any other institution in the land. . . .

"But when dissent evolves into disruption, the university, also by its very nature, finds itself unable to cope . . . without clouding the real issues beyond hope of rational resolution. . . ."

The president of the University of Minnesota, Malcolm Moos, said not long ago:

"The ills of our campuses and our society are too numerous, too serious, and too fateful to cause anyone to believe that serenity is the proper mark of an effective university or an effective intellectual community. Even in calmer times any public college or university worthy of the name has housed relatively vocal individuals and groups of widely diverging political persuasions. . . . The society which tries to get its children taught by fettered and fearful minds is trying not only to destroy its institutions of higher learning, but also to destroy itself. . . .

"[But] . . . violation of the rights or property of other citizens, on or off the campus, is plainly wrong. And it is plainly wrong no matter how high-minded the alleged motivation for such activity. Beyond that, those who claim the right to interfere with the speech, or movement, or safety, or instruction, or property of others on a campus—and claim that right because their hearts are pure or their grievance great—destroy the climate of civility and freedom without which the university simply cannot function as an educating institution."

**Can dissent exist  
in a climate of  
freedom and civility?**





**What part should  
students have in  
running a college?**

**1980!** THAT "CLIMATE OF CIVILITY AND FREEDOM" appears to be necessary before the colleges and universities can come to grips, successfully, with many of the other major issues that will confront them in the decade.

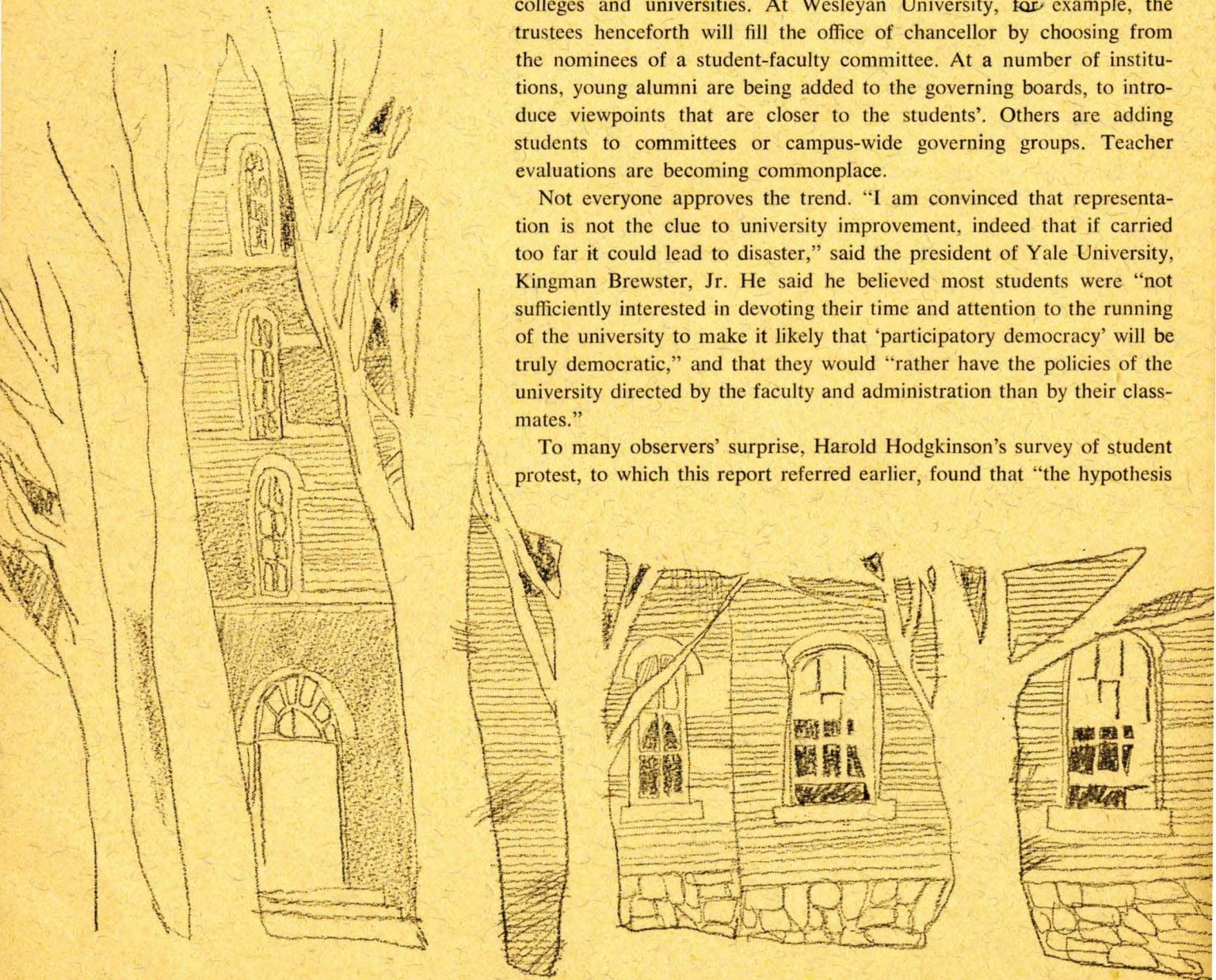
Those issues are large and complex. They touch all parts of the college and university community—faculty, students, administrators, board members, and alumni—and they frequently involve large segments of the public, as well. Many are controversial; some are potentially explosive. Here is a sampling:

► **What is the students' rightful role in the running of a college or university?** Should they be represented on the institution's governing board? On faculty and administrative committees? Should their evaluations of a teacher's performance in the classroom play a part in the advancement of his career?

**Trend:** Although it is just getting under way, there's a definite movement toward giving students a greater voice in the affairs of many colleges and universities. At Wesleyan University, for example, the trustees henceforth will fill the office of chancellor by choosing from the nominees of a student-faculty committee. At a number of institutions, young alumni are being added to the governing boards, to introduce viewpoints that are closer to the students'. Others are adding students to committees or campus-wide governing groups. Teacher evaluations are becoming commonplace.

Not everyone approves the trend. "I am convinced that representation is not the clue to university improvement, indeed that if carried too far it could lead to disaster," said the president of Yale University, Kingman Brewster, Jr. He said he believed most students were "not sufficiently interested in devoting their time and attention to the running of the university to make it likely that 'participatory democracy' will be truly democratic," and that they would "rather have the policies of the university directed by the faculty and administration than by their classmates."

To many observers' surprise, Harold Hodgkinson's survey of student protest, to which this report referred earlier, found that "the hypothesis





that increased student control in institutional policy-making would result in a decrease in student protest is not supported by our data at all. The reverse would seem to be more likely." Some 80 per cent of the 355 institutions where protests had increased over the past 10 years reported that the students' policy-making role had increased, too.

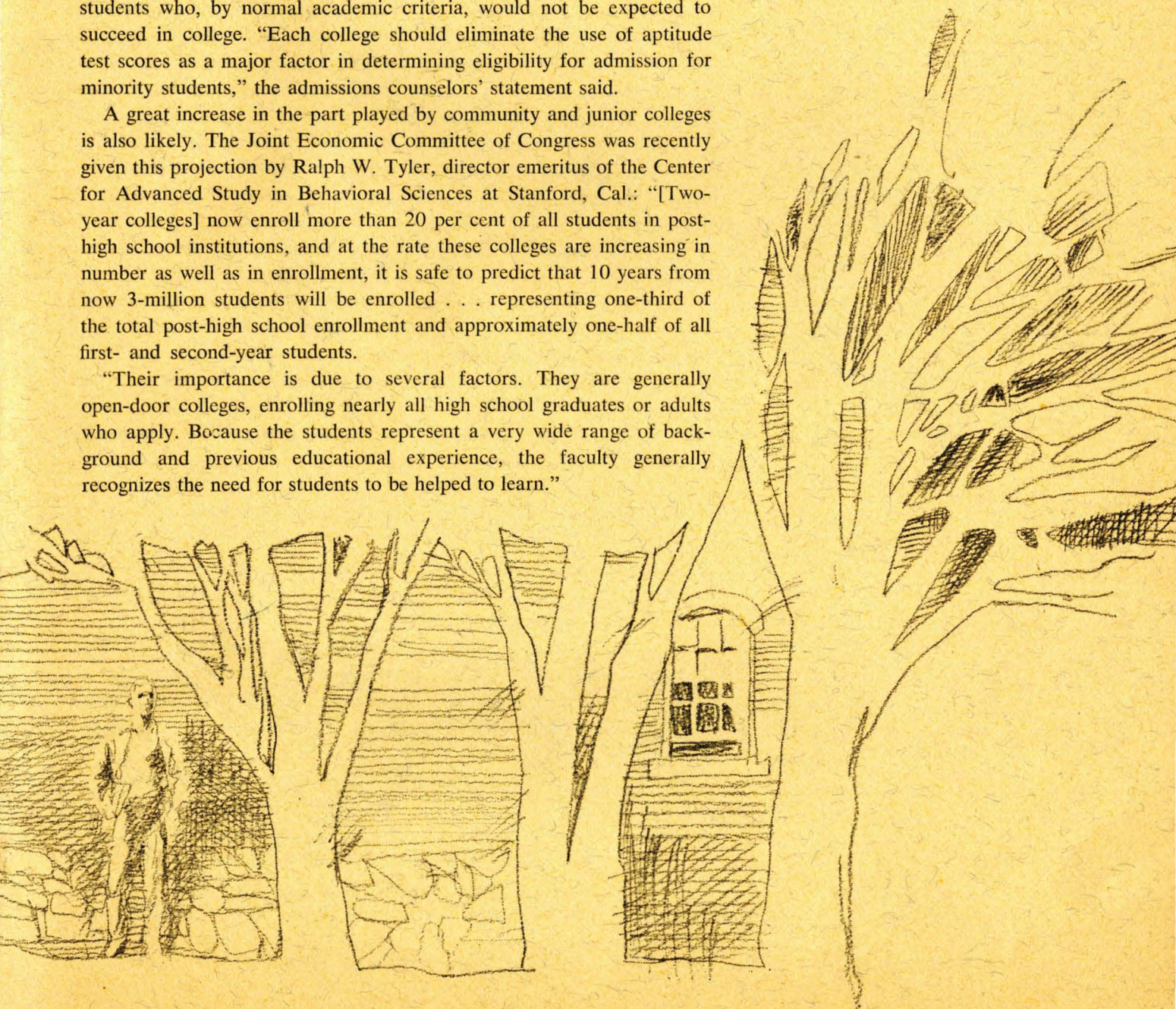
► **How can the advantages of higher education be extended to greater numbers of minority-group youths?** What if the quality of their pre-college preparation makes it difficult, if not impossible, for many of them to meet the usual entrance requirements? Should colleges modify those requirements and offer remedial courses? Or should they maintain their standards, even if they bar the door to large numbers of disadvantaged persons?

**Trend:** A statement adopted this academic year by the National Association of College Admissions Counselors may contain some clues. At least 10 per cent of a college's student body, it said, should be composed of minority students. At least half of those should be "high-risk" students who, by normal academic criteria, would not be expected to succeed in college. "Each college should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students," the admissions counselors' statement said.

A great increase in the part played by community and junior colleges is also likely. The Joint Economic Committee of Congress was recently given this projection by Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences at Stanford, Cal.: "[Two-year colleges] now enroll more than 20 per cent of all students in post-high school institutions, and at the rate these colleges are increasing in number as well as in enrollment, it is safe to predict that 10 years from now 3-million students will be enrolled . . . representing one-third of the total post-high school enrollment and approximately one-half of all first- and second-year students.

"Their importance is due to several factors. They are generally open-door colleges, enrolling nearly all high school graduates or adults who apply. Because the students represent a very wide range of background and previous educational experience, the faculty generally recognizes the need for students to be helped to learn."

**What about the enrollment of youths from minority groups?**





**Negro institutions:  
what's their future  
in higher education?**



► **What is the future of the predominantly Negro institutions of higher education?**

**Trend:** Shortly after the current academic year began, the presidents of 111 predominantly Negro colleges—"a strategic national resource . . . more important to the national security than those producing the technology for nuclear warfare," said Herman H. Long, president of Talladega College—formed a new organization to advance their institutions' cause. The move was born of a feeling that the colleges were orphans in U.S. higher education, carrying a heavy responsibility for educating Negro students yet receiving less than their fair share of federal funds, state appropriations, and private gifts; losing some of their best faculty members to traditionally white institutions in the rush to establish "black studies" programs; and suffering stiff competition from the white colleges in the recruitment of top Negro high school graduates.

► **How can colleges and universities, other than those with predominantly black enrollments, best meet the needs and demands of non-white students?** Should they establish special courses, such as black studies? Hire more nonwhite counselors, faculty members, administrators? Accede to some Negroes' demands for separate dormitory facilities, student unions, and dining-hall menus?

**Trend:** "The black studies question, like the black revolt as a whole, has raised all the fundamental problems of class power in American life, and the solutions will have to run deep into the structure of the institutions themselves," says a noted scholar in Negro history, Eugene D. Genovese, chairman of the history department at the University of Rochester.

Three schools of thought on black studies now can be discerned in American higher education. One, which includes many older-generation Negro educators, holds black studies courses in contempt. Another, at the opposite extreme, believes that colleges and universities must go to great lengths to atone for past injustices to Negroes. The third, between the first two groups, feels that "some forms of black studies are legitimate intellectual pursuits," in the words of one close observer, "but that generally any such program must fit the university's traditional patterns." The last group, most scholars now believe, is likely to prevail in the coming decade.

As for separatist movements on the campuses, most have run into provisions of the federal Civil Rights Act of 1964, which bars discrimination in housing and eating facilities.

► **What should be the role of the faculty in governing an institution of higher education?** When no crisis is present, do most faculty members really want an active part in governance? Or, except for supervising the academic program, do they prefer to concentrate on their own teaching and research?

**Trend:** In recent years, observers have noted that many faculty members were more interested in their disciplines—history or physics or medicine—than in the institutions they happened to be working for at the time. This seemed not unnatural, since more and more faculty members were moving from campus to campus and thus had less opportunity than their predecessors to develop a strong loyalty to one institution.



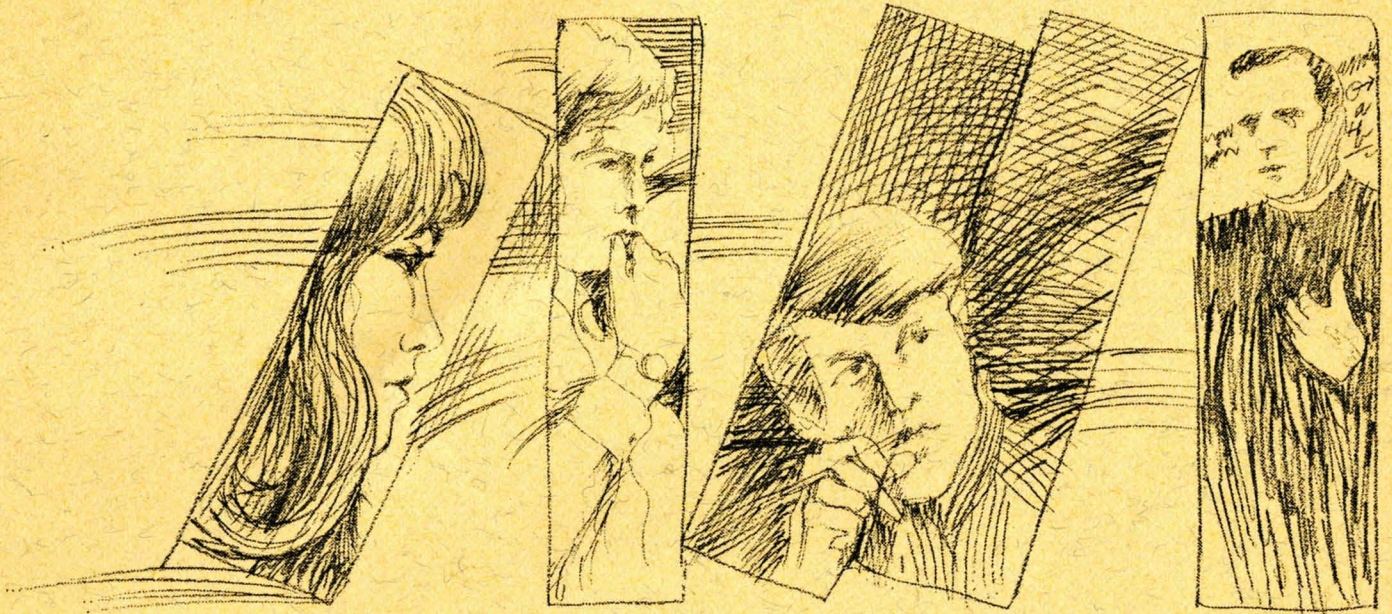
But it often meant that the general, day-to-day running of a college or university was left to administrative staff members, with faculty members devoting themselves to their scholarly subject-matter.

Campus disorders appear to have arrested this trend at some colleges and universities, at least temporarily. Many faculty members—alarmed at the disruptions of classes or feeling closer to the students' cause than to administrators and law officers—rekindled their interest in the institutions' affairs. At other institutions, however, as administrators and trustees responded to student demands by pressing for academic reforms, at least some faculty members have resisted changing their ways. Said the president of the University of Massachusetts, John W. Lederle, not long ago: "Students are beginning to discover that it is not the administration that is the enemy, but sometimes it is the faculty that drags its feet." Robert Taylor, vice-president of the University of Wisconsin, was more optimistic: student pressures for academic reforms, he said, might "bring the professors back not only to teaching but to commitment to the institution."

**The faculty:  
what is its role  
in campus governance?**







**Can the quality  
of teaching  
be improved?**

► **How can the quality of college teaching be improved?** In a system in which the top academic degree, the Ph.D., is based largely on a man's or woman's research, must teaching abilities be neglected? In universities that place a strong emphasis on research, how can students be assured of a fair share of the faculty members' interest and attention in the classroom?

**Trend:** The coming decade is likely to see an intensified search for an answer to the teaching-"versus"-research dilemma. "Typical Ph.D. training is simply not appropriate to the task of undergraduate teaching and, in particular, to lower-division teaching in most colleges in this country," said E. Alden Dunham of the Carnegie Corporation, in a recent book. He recommended a new "teaching degree," putting "a direct focus upon undergraduate education."

Similar proposals are being heard in many quarters. "The spectacular growth of two- and four-year colleges has created the need for teachers who combine professional competence with teaching interests, but who neither desire nor are required to pursue research as a condition of their employment," said Herbert Weisinger, graduate dean at the State University of New York at Stony Brook. He proposed a two-track program for Ph.D. candidates: the traditional one for those aiming to teach at the graduate level, and a new track for students who want to teach undergraduates. The latter would teach for two years in community or four-year colleges in place of writing a research dissertation.

► **What changes should be made in college and university curricula?** To place more emphasis on true learning and less on the attainment of grades, should "Pass" and "Fail" replace the customary grades of A, B, C, D, and F?

**Trend:** Here, in the academic heart of the colleges and universities, some of the most exciting developments of the coming decade appear certain to take place. "From every quarter," said Michael Brick and Earl J. McGrath in a recent study for the Institute of Higher Education at Teachers College of Columbia University, "evidence is suggesting



that the 1970's will see vastly different colleges and universities from those of the 1960's." Interdisciplinary studies, honors programs, independent study, undergraduate work abroad, community service projects, work-study programs, and non-Western studies were some of the innovations being planned or under way at hundreds of institutions.

Grading practices are being re-examined on many campuses. So are new approaches to instruction, such as television, teaching machines, language laboratories, comprehensive examinations. New styles in classrooms and libraries are being tried out; students are evaluating faculty members' teaching performance and participating on faculty committees at more than 600 colleges, and plans for such activity are being made at several-score others.

By 1980, the changes should be vast, indeed.

**1980!** BETWEEN NOW AND THE BEGINNING of the next decade, one great issue may underlie all the others—and all the others may become a part of *it*. When flatly stated, this issue sounds innocuous; yet its implications are so great that they can divide faculties, stir students, and raise profound philosophical and practical questions among presidents, trustees, alumni, and legislators:

► **What shall be the nature of a college or university in our society?**

Until recently, almost by definition, a college or university was accepted as a neutral in the world's political and ideological arenas; as dispassionate in a world of passions; as having what one observer called "the unique capacity to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it."

The college or university was expected to revere knowledge, wherever knowledge led. Even though its research and study might provide the means to develop more destructive weapons of war (as well as life-saving medicines, life-sustaining farming techniques, and life-enhancing intellectual insights), it pursued learning for learning's sake and rarely questioned, or was questioned about, the validity of that process.

The college or university was dedicated to the proposition that there were more than one side to every controversy, and that it would explore them all. The proponents of all sides had a hearing in the academic world's scheme of things, yet the college or university, sheltering and protecting them all, itself would take no stand.

Today the concept that an institution of higher education should be neutral in political and social controversies—regardless of its scholars' personal beliefs—is being challenged both on and off the campuses.

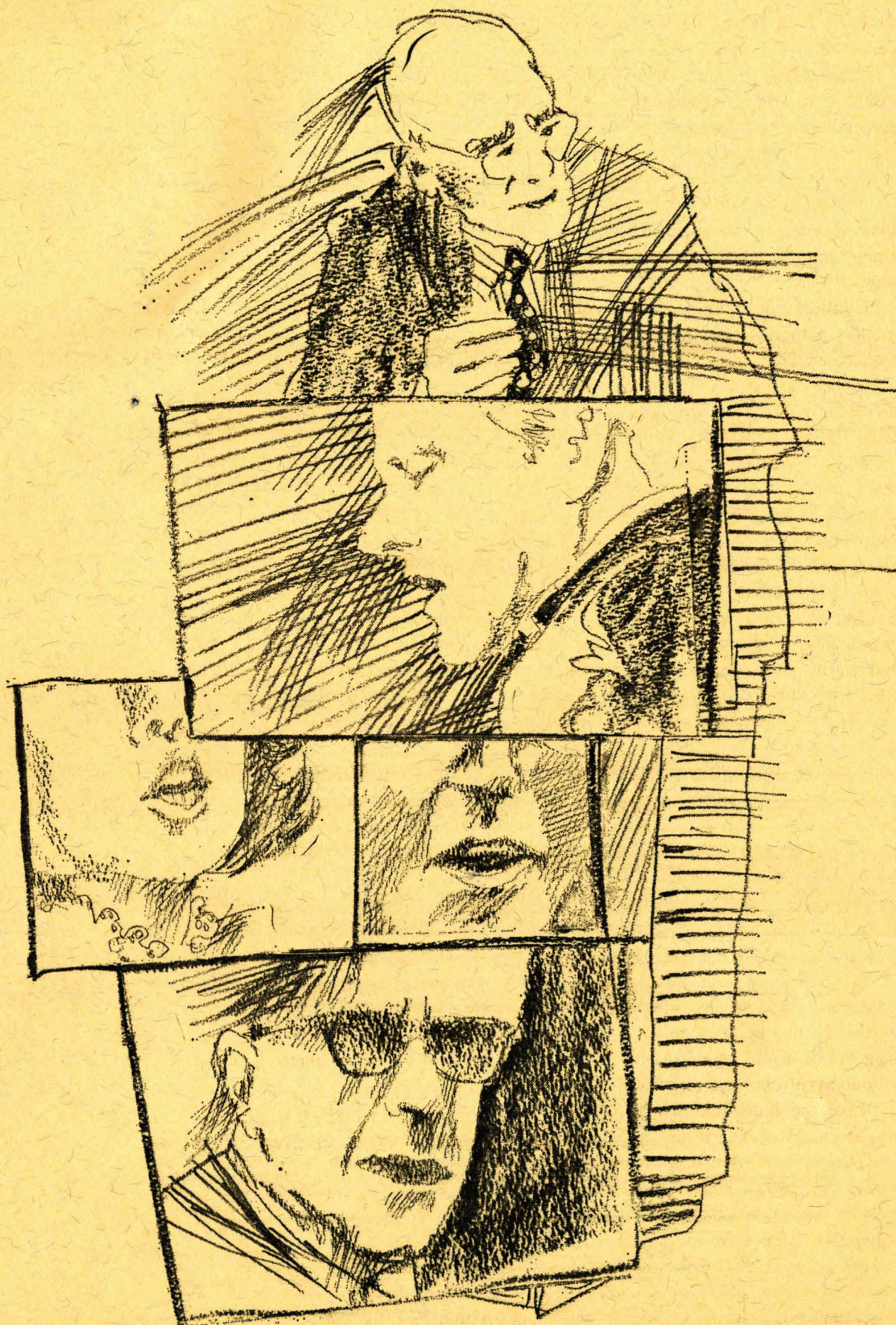
Those who say the colleges and universities should be "politicized" argue that neutrality is undesirable, immoral—and impossible. They say the academic community must be responsible, as Carl E. Schorske, professor of history at the University of California at Berkeley, wrote in *Publications of the Modern Language Association*, for the "implications of its findings for society and mankind." "The scholar's zeal for truth without consequences," said Professor Schorske, has no place on the campus today.

Julian Bond, a Negro member of the Georgia state senate, argued

**One great question  
will tower above  
all others**









the point thus, before the annual meeting of the American Council on Education:

"Man still makes war. He still insists that one group subordinate its wishes and desires to that of another. He still insists on gathering material wealth at the expense of his fellows and his environment. Men and nations have grown arrogant, and the struggle of the Twentieth Century has continued.

"And while the struggle has continued, the university has remained aloof, a center for the study of why man behaves as he does, but never a center for the study of how to make man behave in a civilized manner. . . .

"Until the university develops a politics or—in better terms, perhaps, for this gathering—a curriculum and a discipline that stifles war and poverty and racism, until then, the university will be in doubt."

Needless to say, many persons disagree that the college or university should be politicized. The University of Minnesota's President Malcolm Moos stated their case not long ago:

"More difficult than the activism of violence is the activism that seeks to convert universities, as institutions, into political partisans thumping for this or that ideological position. Yet the threat of this form of activism is equally great, in that it carries with it a threat to the unique relationship between the university and external social and political institutions.

"Specifically, universities are uniquely the place where society builds its capacity to gather, organize, and transmit knowledge; to analyze and clarify controverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it becomes the starting-point of intellect, it threatens the function uniquely cherished by institutions of learning.

". . . It is still possible for members of the university community—its faculty, its students, and its administrators—to participate fully and freely as individuals or in social groups with particular political or ideological purposes. The entire concept of academic freedom, as developed on our campuses, presupposes a role for the teacher as teacher, and the scholar as scholar, and the university as a place of teaching and learning which can flourish free from external political or ideological constraints.

". . . Every scholar who is also an active and perhaps passionate citizen . . . knows the pitfalls of ideology, fervor, and *a priori* truths as the starting-point of inquiry. He knows the need to beware of his own biases in his relations with students, and his need to protect their autonomy of choice as rigorously as he would protect his own. . . .

"Like the individual scholar, the university itself is no longer the dispassionate seeker after truth once it adopts controverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual scholar, the university has no colleague to light the fires of debate on controverted public issues. And unlike the individual scholar, it cannot assert simply a personal choice or judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choices by individuals within its community.

**Should colleges  
and universities take  
ideological stands?**



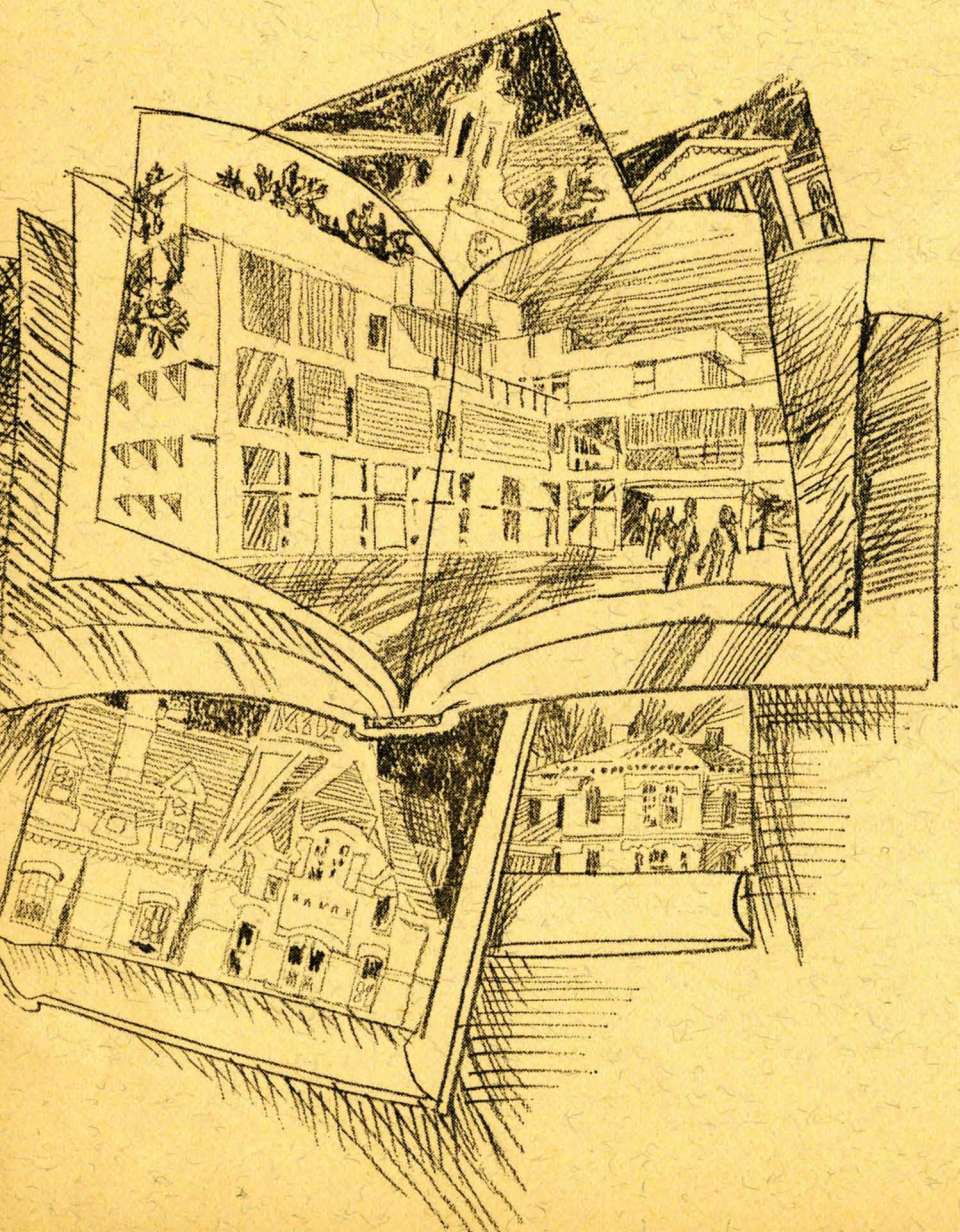


"To this extent, it loses its unique identity among our social institutions. And to this extent it diminishes its capacity to protect the climate of freedom which nourishes the efficiency of freedom."

**1980!** WHAT WILL THE COLLEGE OR UNIVERSITY be like, if it survives this tumultuous decade? If it comes to grips with the formidable array of issues that confront it? If it makes the painful decisions that meeting those issues will require?

Along the way, how many of its alumni and alumnae will give it the understanding and support it must have if it is to survive? Even if they do not always agree in detail with its decisions, will they grant it the strength of their belief in its mission and its conscience?

*Illustrations by Jerry Dadds*



The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization informally associated with the American Alumni Council. The editors, it should be noted, speak for themselves and not for their institutions; and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission.

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One Student Service facility presently exclusive to Loyola (ie. Athletic Complex) would necessarily serve both campuses and in so doing, would be excluded from direct influence of Loyola. The orientation of this facility could no longer be uniquely Loyola so an integral part of identity for Loyola would be lost. While the usage by varsity (intercollegiate) teams would probably increase, the use for building life-long exercise skills, which we believe equally or more important, would undoubtedly decrease.

Although the practical implications, and implementation of present Student Services is constantly in review and the philosophy varies somewhat within the Department, we feel much of our present operation and policy structures are adequate for the immediate future. Hence, we are much more favorable to a kind of federation or affiliation that preserves rights and freedom for Loyola to choose its course of change and development. **From a cursory look at the counter-proposal submitted by the Loyola Alumni Association, this College would continue to develop its unique identity but still have many essential advantages gained through cooperative means with other member institutions. The Department of Student Services would endorse further exploration of such a proposal.**

Very truly yours,

Roderick C. Shearer,  
on behalf of the Department  
of Student Services

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# Alumnews

1945

**LLOYD O'TOOLE** of Vancouver has been appointed Administrative Assistant at Vancouver General Hospital and in September this year begins work on his Masters Degree in Hospital Administration at the University of Alberta in Edmonton.

1950

**EDWARD F. ROONEY** has been appointed a board member of the Perth County Children's Aid Society. He would be happy to host an alumni visit to the Stratford Festival in June or September.

1952

**DESMOND P. FITZSIMONS** has been transferred to Toronto by his employer, Gulf Oil Canada Ltd.

1953

**G.G. DUNNINGAN** has been named Director General Sales and Distribution for Northern Electric Ltd. He has been with Northern Electric since 1951.

1960

**THOMAS F. LEE** has been recently named Manager purchasing department for Imperial Tobacco Products Limited.

1963

**JOHN T. HOGAN** graduated from Queen's University Law School and is currently articling with a Kingston Law Firm. He now resides in Gananoque, Ontario.

**PAUL C. VILANDRE** has been promoted and moved from Florida to work in finance at the I.B.M. Group headquarters in Harrison, New York.

1964

**J. RONALD CHARLEBOIS** was called to the Bar of Ontario in 1969, and is now practicing with the law firm of Cadsby, Solish & Kerbel in Toronto.

**T.B. CRAMP** has been appointed Administrative Manager of Bouchard & Co. Ltd., in Toronto.

**JILL GUADAGNI** received her Master's Degree in the teaching of Mathematics at the 1969 fall convocation held at Sir George Williams University and is currently teaching at Dawson College, an English language C.E.G.E.P. in Montreal.

28

**EMILE J. KNYSTAUTAS** received his Ph.D. in Atomic Physics from the University of Connecticut and is now with the 'Centre de Recherches sur les Atomes et les Molécules' in Quebec City.

**PAUL LADOUCEUR** is currently working on a doctorate in Comparative Politics at the University of Sussex.

**MICHAEL A.F. PILON** graduated from the McGill School of Dentistry in June, 1969, is now practicing dentistry with the Canadian Armed Forces at Summerside, P.E.I.

**WILLIAM PETER SEARS** recently received his 'Maitrise Es Sciences' Cum Laude from l'Université Laval in Quebec City at their fall convocation ceremonies 1969.

1967

**DONALD R. AITKEN** has been appointed Advertising and Promotion Manager for both Armstrong CORK Canada Limited and Brinton Carpet Company.

**ALEX HERMAN** is currently working on his Ph.D. in Physics at Queen's University in Kingston, Ontario.

**DONALD KAVANAUGH** currently attending Parson's School of Design in his final year, is on a partial scholarship there and working part-time for Jack Lowery and Associates of New York.

**HUGO LAVOY**, will be teaching in Great Britain next year and studying the methods used there in high schools for teaching oral French. He is currently with the Lincoln County Board of Education in Niagara Falls, Ontario.

1968

**IVAN CHARLES VELAN** received his Masters Degree in Business Administration from the University of Michigan and has become the Marketing Manager for Velan Engineering Limited.

**J. PATRICK REAGAN** is currently serving in a Motor Transport Company in Da Nang, Vietnam.

**DAVID KUFTA** received his Masters Degree in Business Administration from McMaster University in Hamilton and is currently Assistant Product Manager with Imperial Tobacco Products Ltd., in Montreal.

**PETER LEONARD KYULULE** has been recently appointed Vice-Principal and Dean of Students at the College of National Education, Dar-es-Salaam, in Tanzania, East Africa.

1969

**EVA HAVELKA** had a number of paintings and drawings exhibited privately in January, 1970, at Hoechst Chemicals in Montreal.

**GEOFFREY DEGANNES** has recently been named news director at radio station CKDH in Amherst, Nova Scotia.

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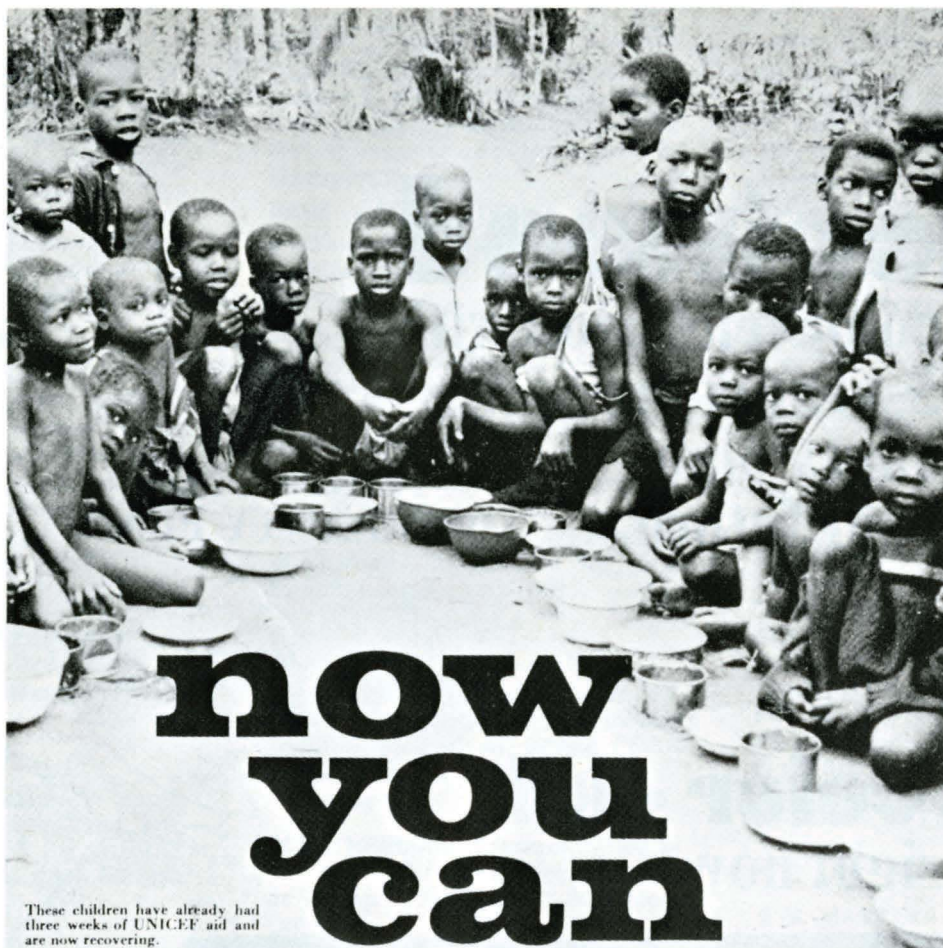
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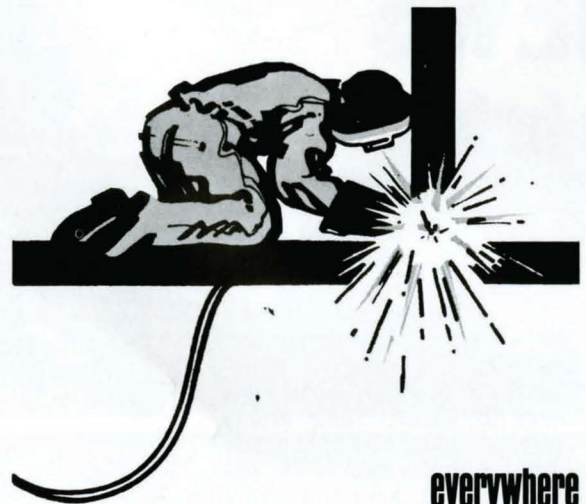
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# NEWS

## in brief

Loyola Old-Timers were hosts to the Quebec (N.H.L.) Old-Timers on Monday March 9, 1970. The game played before a sparse crowd was an artistic success.

The N.H.L. boys a little slower than in their heydays, were a cool, efficient, cohesive group of athletes. Their pin-point passing was something to watch. Their ability to anticipate plays and to be in the right spot at the right time was uncanny. They played good positional hockey throughout the contest and whenever a scoring opportunity was presented, the former major league stars were quick to capitalize. The younger (for the most part) Warriors were much faster but did not have the discipline and precision displayed by the N.H.L.ers. The shooting of the former Loyola Varsity players was erratic and their passing was inaccurate. Despite these team faults the Warriors put on a spirited effort and were in the game right up to a few seconds before the final whistle.

There were many fine individual efforts turned in by players of both teams. The N.H.L. squad was led by Elmer Lach, Ken Mosdell, Dollard St Laurent, Glen Harmon, Leo Gravelle, Frank Porteous, Buddy O'Connor, Gerry Heffernan, Wally Clyne, Connie Broden, Jerry Raymond and Goaltender Morrisette. Standout performers for Loyola were Pete Jodoin and Brian Hughes, who alternated in the nets, Herb English, George Lackenbauer, Ricky and Norm Dawson, Whitey Schutz, Bob Beauregard, Al McKinney, Bob Shaughnessy, Art Thomas, Pete Morin, Jr. and the two imports Dave Draper (Varsity Coach) and Pete McManaman (Junior Varsity Coach).

Loyola was coached by Hall-of-Famer Jack McMullan. He handled the team in a most professional manner. Only one move backfired. With the score 4-3 in favor of the N.H.L. team and approximately forty seconds remaining in the final period, Jack removed the goaler. Leo Gravelle won the face-off deep in his own end of the rink and scored the fifth and clinching goal with a long accurate shot into the middle of the unguarded goal.

Despite the poor attendance it is the hope of the Directors of the

Alumni Association to sponsor the game again next year. There were many difficulties this year, not the least of which was the postal situation in the Montreal area. Because of this no general Alumni Mailing was attempted. Added publicity and a well organized advance sale of tickets is a pre-requisite to financial success. The financial guarantee or a percentage of the gate which they in turn donate to a charitable organization. Over the past few years, they have raised over \$900,000 for charity. The players are looking forward to next year's contest.

### N.H.L. OLD TIMERS

5  
Walter Clyne  
Dollard St. Laurent  
Ken Mosdell  
Elmer Lach  
Leo Gravelle

### LOYOLA OLD TIMERS

3  
Bob Beauregard  
Art Thomas, Jr.  
Pete Morin, Jr.





The Toronto Chapter of the Loyola of Montreal Alumni Association held a pre-game and post-game social get-together on the occasion of the Loyola Warriors' hockey visit to the University of Toronto. It was an informal event, and the Toronto Alumni welcomed the opportunity to socialize with the University officials. They seemed to appreciate the chance to ask about their Alma Mater and the current problems on campus.

The event was well attended. It is the hope of the Directors that such an outing will become the annual "thing" in the Toronto area.

Among those present were Mr. & Mrs. Peter R. Holland, Mr. & Mrs. Paul Shaughnessy, Mr. & Mrs. L.W. Holland, Mr. Michael D. Mahoney, Very Reverend E.F. Sheridan, S.J., Very Reverend C.C. Ryan, S.J., Reverend T. Walsh, S.J., Mr. & Mrs. J.N. St. Onge, Mr. Mike Horgan, Mr. & Mrs. John G. McCarney, Mr. & Mrs. Norman R. Flett, Mr. & Mrs. David J. McConomy, Mr. & Mrs. C.J. Bucher, Mr. Jim McCann, Mr. Dennis Maloney, Mr. & Mrs. Bernie McCallum, Very Reverend P.G. Malone, S.J., Mr. Bill Wilson, Mr. Donald E. Hushion, Mr. Jim Donaldson, Mr. John Hannah, Mr. Larry Barrett, Reverend R. Meagher, S.J., Reverend Toppings, S.J., Mr. & Mrs. Dennis Burns, Very Reverend T. Moylan, S.J., Mr. Harold Quinn, Mr. & Mrs. D. Phelan, Mr. T. O'Neill, Reverend J.S. O'Neill, S.J., Mr. & Mrs. C. Glenny and Mr. Dave Draper.

At the post-game reception many of the Warrior hockey players dropped in for a visit. Everyone congratulated them on their fine effort in coming from behind to tie the Varsity Blues, right in Varsity Arena.

Bill Wilson '53 and Very Reverend Tom Moylan, S.J.

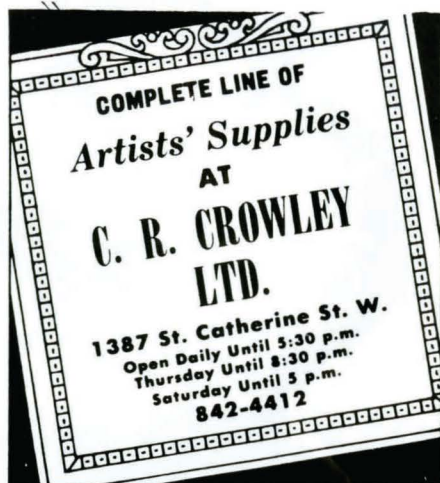
The Provincial; Very Reverend Ed Sheridan, S.J. '32 and Carol McCallum

John St. Onge '57 Very Reverend Cecil Ryan, S.J. '40 and Audrey St. Onge.

Clem Bucher '33, Mrs. Bucher, Don Hushion, '60 and Harold Quinn '29.







## LOYOLA BLOODANZA



### GRAND PRIZE-WINNER DRAWN

Despite a sit-in, a lock-out and 15 below-zero weather, 647 pints of blood were drawn at the Annual Loyola Commerce Student blood drive.

Joel Bonn (above left) Director of the Evelyn Wood Reading Dynamics Institute is seen presenting the Grand-Prize of a full tuition Scholarship to Peter Andreas, Physics II who will follow a Reading Dynamics course this term to make him "one of the World's fastest readers".

Chairman of the Drive, Honours Economics III student, Kevin Rooney (right) looks on.



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### BIRTHS

**Michael Cloghesy '65**, a son, Michael Andrew, on September 6, 1969.

**Ross A. Deegan '61**, a daughter, Claire Patricia, on February 4, 1970.

**Kevin Danaher '64**, a daughter Kelly Ann on January 5, 1970.

**Robert Ethier '66**, a daughter Caroline on December 31, 1969. A sister for Danielle.

**Eladio Fernandez '64**, a daughter Beatriz on October 17, 1969. A sister to Eladio.

**J. Moyle Ferrigan '65**, a daughter Kelly Ann on December 31, 1969. A sister for Christopher.

**Michael Haberl '63**, a son Michael Darrah Vincent on January 13, 1970.

**Dan & Mary-Ellen (Wilcock) Janidlo both '66**, a son Daniel Jr. on December 16, 1969.

**Dr. Robert Manion '60**, a son Eric Elliot born September 9, 1969. A brother to Christopher.

**Emmett McMullan '60**, a son Michael John on January 14, 1970.

**Blair J. Poirier '62**, a son David Blair on October 7, 1969.

**Alan Potter '64**, a daughter, Kristina Marie, on February 4, 1970. A sister to Michael and Neal.

**José Vitenes '65**, a daughter Regina on January 6, 1970.

### MARRIAGES

**J. Ronald Charlebois '64** and **Mary Elizabeth Cameron** of St. Catharines at St. Catherine of Alexandria Cathedral in St. Catharines, Ontario.

**Arthur E. Kelly '69** and **Heather Diana Graham** at St. Monica's Church on June 14, 1969.

**Paul Ladouceur '65** and **Elizabeth Beattie** of Ottawa, on August 9, 1969.

**Robert Mitchell '65** and **Marion Darisse** at St. Therese Church in Arvida, Quebec, on August 23, 1969.

**Dr. E.F.P. Potworowski '62** and **Danuta Iwanicka** in Sao Paulo, Brasil, **Anthony Sciascia '69** and **Nora Kelly '69** at St. Thomas More Church in Saint Jean, Quebec, on August 23, 1969.

### DEATHS

Our deepest sympathies to the family of **Dr. Jean Leclerc '64**, who died in Ottawa at the age of 27 on December 31, 1969.

A native of Ottawa, Dr. Leclerc obtained a B.Sc. in Chemistry at Loyola of Montreal in 1964, and a Ph.D. in biochemistry at the University of Ottawa in 1967. After two years in Europe as a Medical Research Council Fellow first with the Department of Biochemistry at the University of Edinburgh and later with the Department of Biochemistry at the University of Lille he returned to Canada in September 1969 and had since held the position of Assistant Professor of Biochemistry in the Faculty of Medicine at the University of Sherbrooke.

He is survived by his wife Céline, a daughter Julie 5, a son Charles 3, and his parents, residents of Chateauguay, Que., Mr. and Mrs. Rolland Leclerc.

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